

1. Term 1

1. A birthday calendar
2. A boy name Mika
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7. Spelling

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9. Making my bed
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A birthday calendar

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HOW DO YOU DO?

Module 1

A BIRTHDAY CALENDAR

ALLOW ME TO INTRODUCE MYSELF

Welcome to Grade Four. I wonder if you have any new learners in your class. Have you found out anything about them yet? They are probably feeling rather shy and nervous. Try to make them feel welcome by introducing yourself as soon as possible.

When we meet people for the first time, we start by telling them our name, our age, and any other information that they might request. We call this activity ‘Introducing Ourselves’.

Complete the following sentences. Your teacher will then give you an opportunity to share your details with the rest of the class.

My first name is

My surname is

I amyears old.

My birthday is on

I was born in

I have brothers.

GROUP WORK		TICK		
CHECKLIST				
CRITERIA	Y		N	
Are all the names of people and months of the year written with				

a capital letter?			
Is your writing			
the correct size			
for Irish Lines?			
Have you written			
in neat cursive?			

Activity 1

To write lists with headings [LO 4.1.2]

To spell familiar words correctly [LO 4.5.2]

A BIRTHDAY CALENDAR

A. Find a card in your classroom with your birthday month on it. There you will meet other classmates whose birthdays are in the same month as yours. Form a group and complete a birthday and classroom duty poster for your teacher. Your chart must be in date order. Make a copy for yourself to store in your portfolio.

(MONTH)	NAME	FAVOURITE
DATE		

			DUTY	

GROUP BIRTHDAY POSTER CHECKLIST CRITERIA	TICK			
Did everybody in the group participate?	Y		N	
Did you check your spelling?				
Is your heading in neat capital print?				
Is your writing neat and large enough to see from a distance?				
Is the poster set out in date order?				

B Write these words down correctly and learn how to spell them.

--

THE MONTHS OF THE YEAR	
a)	g)
b)	h)
c)	i)
d)	j)
e)	k)
f)	l)

DAYS OF THE WEEK
m)
n)
o)
p)
q)
r)
s)

Assessment

LEARNING OUTCOME 2: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes to communicate information:

4.1.2 writes lists with headings;

4.5 uses developing knowledge of language structure:

4.5.2 spells familiar words correctly.

Memorandum

ALLOW ME TO INTRODUCE MYSELF

- This exercise forms an introduction to the module and is not assessed by the educator.
- Learners prepare information to share with one another in small groups. This is to help them gain confidence in speaking in their additional language.
- Before allowing learners to start working, discuss the *CHECKLIST* at the end of the exercise. The checklist is a guide for the learner to ensure that they are aware of what the expectations are.

Activity 1

- In this activity, learners will have to

communicate in order to plan and present a birthday calendar for the class.

- They will also have a calendar in their portfolio for assessment purposes.
- Create workstations in the class by making labels with the different months of the year written on them. A workstation is an area of floor-space or ideally a table where learners can work in a group.
- Ask learners to group themselves according to the month in which they were born.
- Provide a sheet of paper (manila cardboard if you prefer) for the class poster.
- Discuss the checklist before learners begin the task.
- Discuss the criteria in the assessment rubric before learners begin their calendar for their portfolio.

A boy name Mika

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HOW DO YOU DO?

Module 3

A BOY NAMED MIKA

Activity 1

To give short answers to questions [LO 2.1.2]

FORMAL ORAL - INTERVIEWING A FRIEND

As you grow older you will be expected to give talks or give presentations to large groups of people. Many people are shy or become nervous in this situation. The more one practises speaking to a group, the easier it becomes. Preparation is also very important. The better you know what you want to say, the less nervous you have to be.

When people are interviewed on television or on the radio, they are given the questions before the time so that they can think about the answers before the interview.

At the start of your interview, make the person you are interviewing feel at home. Plan this beforehand.

QUESTIONS

- What is your favourite colour?
- What Learning Area at school is your favourite?
- How do you want to celebrate your next birthday?
- What is your favourite sport and why?
- Who are your hero and heroine?
- What is your favourite television programme?
- What pet would you choose?

- Where do you and your family go for an outing or holiday?
- What do you hope to be one day?

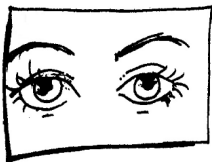
ORAL CHECKLIST CRITERIA	TICK	
	Y	N
Did you read and understand the questions?		
Did you write down answers to the questions?		
Did you choose one key word for each sentence to help you during your interview?		
Did you revise your answers so that they are fluent?		

Activity 2

To use a personal dictionary [LO 6.6.3]

PARTS OF MY FACE

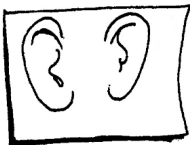
Name all the parts of the face that you can see in each frame. Use a dictionary to make sure that you have spelt the words correctly. Try to find TEN!



1)



2)



3)



4)

5)

6)

7)

8)

9)

10)

Activity 3

To answer literal questions [LO 1.1.1]

LISTENING SKILL

Your teacher will read you a story about a young boy. After listening to it carefully, twice, answer the

twelve questions that follow. Just tick below TRUE or FALSE to show the answer you prefer.

STATEMENTS	TRUE	FALSE
a) The name of the boy telling the story is Masingo.		
b) He has short black hair.		
c) He has blue eyes.		
d) He has a pointy nose.		
e) He likes being angry.		
f) He is 11 years old.		
g) He plays soccer.		
h) Mika is cleverer than Masingo.		
i) Chawla is beautiful.		
j) He has big cars.		

k) He loves school.				
l) He knows that he can never change himself.				

Activity 4

To read diagrams [LO 3.3.4]

FAMILY PHOTOGRAPH

Look at the photograph that was taken of Mika and his family. Then decide who each one is. Link the description below to the number next to the person in the picture. First do it on your own and then as a group.



DESCRIPTION	ME	GROUP
One of my aunts wears spectacles.		
One of my cousins is called Peter. He is a doctor.		
My grandmother has grey hair and her face is full of wrinkles.		
Mary has curly hair.		

My father is a
businessman and
is always in a
hurry.

My grandfather
is bald.

My uncle is my
father's brother.
He has a
moustache.

My sister loves
wearing make-
up.

My mother is a
housewife and
she can bake
lovely cakes.

My brother is
seven years old.
He has freckles
on his nose.

Spotty is our pet.
He is really
spoilt.

The number of
people there are
in the
photograph.

Assessment

LEARNING OUTCOME 1: LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

1.1 understands stories (told or read to learners):

1.1.1 answers literal questions.

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.1 interacts in additional language:

2.1.2 gives short answers to questions.

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.3 reads for information:

3.3.4 reads diagrams, graphs and charts (e.g. a family tree).

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.6 develops own vocabulary:

6.6.3 uses personal dictionaries.

Memorandum

Activity 1

- Teach learners how to plan their responses and to use key words to help them.
- Explain that in interviews we never ask yes/no questions or questions that lead to the conversation dying.
- Although learners are being interviewed, they must attempt to include the wider audience – the other learners in the class by using good eye contact and volume and by speaking clearly.
- Discuss the criteria in the checklist and assessment rubric in detail, before they start.
- Give the learners the opportunity to prepare answers to the questions at home. Back at school they can form groups of two and interview each other by asking each other the questions.

Activity 2

The 10 parts are:

1. Eyebrows; eyes; eyelashes; eyelids

2. Nose; nostrils; freckles

1. Ears

2. Lips; teeth

Activity 3

Read the passage, twice (Not too fast)

I am a ten-year-old boy. My name is Mika. I have two big, blue eyes and short, brown hair. I have two sturdy legs and two, strong-arms which I use when I play rugby. When I smile you can see my lovely white teeth. My nose is pointy and I have two big ears with which I hear.

I am a happy child and I love going to school. Sometimes I also become angry or sad. I do not like myself very much when I am unhappy.

Sometimes I wish that I was as clever as my friend, Massing or as beautiful as Chula, but I know that I shall always just be me!

- Answers: F; F; T; T; F; F; F; F; T; T; T; T
- Literal Questions are questions that do not involve analysing, reading between the lines etc. They are questions with answers that are explicit in the text.

Activity 4

- Learners may not alter their answers once they have discussed the photograph with the group.
- Answers: 2; 4; 8; 1; 6; 9; 3; 7; 5; 10; 11; 10

Something about myself

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HOW DO YOU DO?

Module 2

SOMETHING ABOUT MYSELF

Activity 1

To address an envelope correctly [LO 4.1.3]

A. Discuss the following questions in your groups.
The group leader will then report back to the rest of the class.

- it Why is it important that you should know your address?
- Which other people or organisations know your address?
- Who would you go to if you were lost?
- Why do you think is necessary for every household to have their own address.

My group’s conclusions

.....

.....

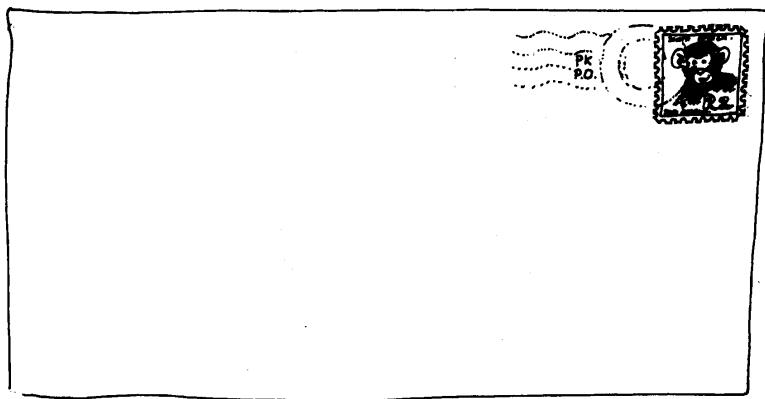
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B.Write your name and address on an envelope.

C.Now address this envelope to any other member of your family or to a friend.



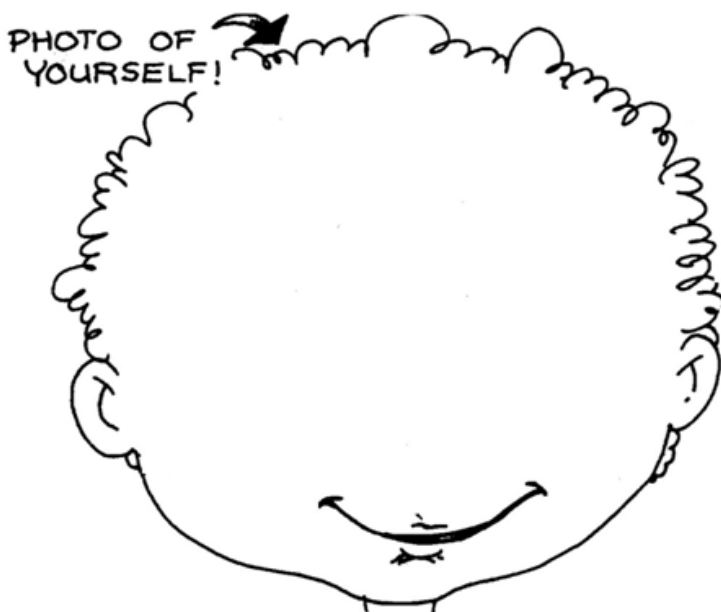
Activity 2

To understand common spoken words [LO 6.6.4]

To label a diagram [LO 4.1.1]

SOMETHING ABOUT MYSELF

Complete the following picture. Your teacher can then use all the pictures to make a book of the class. You can read it during reading periods. You can also show it to your parents at parent evening. They can get to know your school friends.



ASSESSMENT
RUBRIC:
LABELLING
A

DIAGRAM
CRITERIA 1

	2	3	4
Labelling	No effort has been made to complete	Labels are not complete/ relevant/ correct	Most labels are relevant/ correct
			Labels are all relevant/ correct

	the exercise with correct/ relevant labels	correct		
Spelling	Spelling affects meaning	There are too many spelling errors	Only minor spelling errors are evident	All spelling is correct
Presentation	All the labelling rules have been neglected	Two of the labelling rules have been neglected	One of the labelling rules has been neglected	Labels are neat, 5 mm, capital print

Assessment

LEARNING OUTCOME 4: WRITING
 The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

- draws and labels simple maps, diagrams, graphs and charts;

4.1.3 writes simple instructions.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE
The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

- develops own vocabulary:

6.6.4 understands between 2 000 and 3 500 common spoken words in context by the end of grade 4.

Memorandum

- Learners begin this exercise by discussing the importance of having an address and knowing their own address.
- Possible answers to questions: We need to

know our address in case someone must take us home; we are lost; we want to invite a friend to our house; to put on the back of mail in case it gets lost in the post. Others that need to know our address: our school; friends; post office; municipality; any shop where we have accounts. If lost go to someone you can trust; policeman; traffic officer; teacher. It is important to have an address so that people can find us via letters, transport.

- Demonstrate to the learners the correct format for addressing an envelope. See the example.
- Discuss the criteria in the assessment rubric before learners address their envelopes.

stampMr C. Dippenaar26 Hopley
RoadMilnertonCape Town7441

- In this exercise learners present information by labelling a diagram. Emphasis is thus placed on learning new vocabulary. Encourage the learners to use a dictionary to find new words as well as to check spelling.
- Tell learners that when labelling a drawing they write in 5 mm capital print.
- The correct vocabulary and spelling will be the criteria used to assess LO 6.5, while the neatness, layout and correct sizing of letters will be used to assess LO 4.1

Brother and sister

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HOW DO YOU DO?

Module 4

BROTHER AND SISTER

Activity 1

To perform a short rhyme [2.4.3]

To understand rhyme [3.2.1]

POETRY

A Read the poem in your groups. Fill in the pause marks and mark the words that you feel should be stressed. Your teacher will then give you a chance to recite the poem in class.

Letter to my brother

Brother dear,

Although you call your sister silly names

And don't like dolls or girlish games;

Although I know you eat my sweets

While you play cricket in the streets –

Somehow I like to watch you, naughty brat,

Feeding the dog, stroking the cat;

But how I wish that boys could be

As gentle and as kind to me!

i) What does the brother call his sister?

He calls

.....

ii) When does he eat his sister's sweets?

He eats them

.....

.

iii) What does the sister wish?

She wishes

.....

iv) Name two ways that her brother shows that he can be gentle and kind.

He.....

.....

v) Find words in the poem that rhyme with those in the list.

sweets

.....

brat

.....

.....

.....

.....

.....

							3.					4.
	1.			2.								
									6.			
5.												
		2.										
						3.						

ACROSS

1. My **grandmother** and really spoil their grandchildren.
2. My **father** and are my parents.
3. My uncle is a **man** and my aunt is a

DOWN

1. My sister is a , not a **boy**.
2. My sister's children are my **nephew** and my
3. My brother is my parent's **son** and my sister is their
4. We are and **sister**.
5. My cousin's parents are my **aunt** and
6. My father and mother are and **wife**.

Activity 3

To understand and use singular and plural forms of nouns [LO 6.4.1]

AComplete the story below by filling in the plural form of the word within brackets. Use a dictionary to check your spelling. Write your answers in the columns below the story.

THE REUNION

Our family decided to host a reunion. We invited all my (1.aunt) and (2. uncle). My (3. cousin) arrived to help. My (4. grandparent) bought special (5. outfit). We needed many (6. chair) and (7. table) to seat the (8. guest).

The food was delicious. We ate (9. potato) and (10. tomato) as well as a variety of (11. meat) and other (12. vegetable). My (13. niece) and (14. nephew) entertained us on (15. banjo). The (16. wife) gathered to wash the (17. dish) while the (18. man) packed all the hired furniture into (19. lorry). The (20. puppy) were given some of the leftovers.

1) 8)
15)

2) 9)

16)

3) 10)

17)

4 11)

18)

5) 12)

19)

6) 13)

20)

7) 14)

21)

B Make a list of all the spelling rules (changes made to the words when you wrote them as plural words). The first one has been done for you.

SPELLING CHANGE	EXAMPLE
a) Add s to the word.	aunt aunts
b)	
c)	
d)	
e)	

Assessment

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

- uses additional language creatively:

2.4.3 performs a familiar short rhyme, poem or song.

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional

values in texts.

Assessment Standard

We know this when the learner:

3.2 understands, in a very simple way, some elements of poetry:

3.2.1 rhyme;

3.5 reads for pleasure and information;

3.5.3 reads and solves puzzles.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.4 understands and uses singular and plural forms of nouns:

6.4.1 ordinary nouns.

Memorandum

Activity 1

Teach learners to mark pauses as follows:

/ After a word: A short pause.

// After a word: A longer pause.

/ Above a syllable: The syllable in the word should be stressed.

Answers: silly names; while playing cricket; boys could be gentle and kind; feeds the dog and strokes the cat; street; cat; be; games; (; -) semi-colon, comma, dash

Activity 2

Glue these words to cardboard. Make a few sets. Divide learners into groups of 4 or 5 to play the game.

Girl - wife mother - brother

man - daughter husband - father

uncle - boy son - niece

nephew - husband grandmother - woman

grandfather - girl wife - mother

sister - aunt brother - man

daughter - uncle father - son

boy - nephew niece - grandmother

husband - nephew woman - grandmother

grandfather sister aunt wife

CREATE SOME MORE OF YOUR OWN

- Not assessed, but learners are exposed to LO
**6.5 To develop own vocabulary: Understand
common spoken words.**

Activity 3

MALE AND FEMALE CROSSWORD

- Answers: aunts; uncles; cousins; grandparents; outfits; chairs; tables; guests; potatoes; tomatoes; meats; vegetables; nieces; nephews; banjos; wives; dishes; men; lorries; puppies
- Answers: add -es to a word e.g. tomatoes

change v to f and add –es e.g. wives

change the word completely e.g. men

-y changes to i and add –es e.g. lorries

Simon says ...

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HOW DO YOU DO?

Module 5

SIMON SAYS ...

Activity 1

To play a game involving language [LO 2.4.4]

SIMON SAYS

Here is a game for you to play in groups of four or five. When the leader in your group says, “Simon says ...” you must do the action. When the leader gives an instruction without saying, “Simon says...” you must ignore the instruction and remain absolutely still. If you move you will be out. The last person “out” is the winner and becomes the new leader.

Example:

Simon says touch your cheeks.

Simon says wink your eyes. bend your knees.

Simon says wave your hands. point your toes. stick out your tongue.

Simon says bend your spine.

Simon says pull up your shoulders.

Simon says touch your ankles.

Extra ideas:

--	--	--	--	--

T	F	A	C	E	S	P	I	A	H
O	B	K	H	A	T	C	C	N	A
N	O	N	K	N	O	S	H	K	R
C	D	E	N	K	M	S	E	E	H
U	Y	S	E	L	A	P	E	L	A
E	B	O	E	E	C	I	K	T	I
H	C	B	S	S	H	N	S	O	R
S	H	O	U	L	D	E	R	S	D

B You may also add extra labels.

Activity 3

To write a paragraph with support of a structure [4.5.1]

POETRY

A Give each one in your group a chance to read the poem. Underline in red the parts of the poem that are positive about a baby, and the parts that are negative about a baby, in blue.

Some Thing Don't Make Any Sense at All

Yabba dabba doo.

I love you

Tiny pink feet, oh so sweet.

A small little nose, and bootees on her toes.

She's only a baby in a nappy,

But she makes me very unhappy.

She makes me cry,

Because I'm no longer mother's special guy.

B In your groups talk about what it would be like if your mother arrived home with a new baby. Think about how life at home would change. Some changes would be positive while others would be negative. Make a list of the positive and the negative things about having a new baby in the family. The group leader will then report back to the rest of the class.

C Write down four positive and four negative ideas that your group thought of. Write them in full sentences.

POSITIVE

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.....

.....
.....
.....
.....
.....

NEGATIVE
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.....
.....
.....
.....

Assessment

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.4 uses additional language creatively:

2.4.4 plays a game involving language.

LEARNING OUTCOME 4; WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.5 uses developing knowledge of language structure:

4.5.1 writes paragraphs with the support of a 'frame' or structure.

LEARNING OUTCOME 5: THINKING AND

REASONING

The learner will be able to use language to think and reason, and access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.3 collects and records information in different ways:

5.3.2 designs, draws and labels simple maps, plans, charts, graphs and diagrams.

Memorandum

Activity 1 Simon says ...

Although it is difficult to assess group activities, the educator will quickly pick up on the learners who are not co-operating. This task does not have to be assessed or can be assessed as a whole group effort if “performed” in front of the class. You, the educator, can decide.

Activity 2 Word search

- Although you will only be assessing LO 5.3, learners will also be busy with:
- LO 3.5 To read for pleasure and information: read and solve puzzles
- LO 6.5 To develop own vocabulary: Learn common spoken words

Activity 3 Poetry

- Before beginning with writing, learners will have group discussions which will expose them to **LO 1.5 To respect other learners: give them a chance to speak; listen to them; encourage their attempt to speak their additional language.**
- LO 2.1 To interact in additional language: take part in a short conversation on a familiar topic.

Saying thanks

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HOW DO YOU DO?

Module 6

SAYING THANKS

Activity 1

To use information from a written text to write a list [LO 5.4.2]

To write paragraphs with the support of a frame [LO 4.5.1]

SAYING THANKS

A These two prayers were written by learners aged twelve and thirteen. Read through the prayers and then make a list of the things that they are saying thank you for.

Thank you, God, that even though I'm not perfect

and have my failures, nothing and no one can change the

fact that you love me – just as I am.

Tammy Williams (age 13)

God, I thank you for making me.

Thank you for all that I can do.

Thank you that I can run, jump, and play games.

Thank you that I can listen to what you tell me.

Thank you that you love me whatever I do.

Andrew (age 12)

They say thank you for

.....

.....

.....

.....

.....

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.....

.....

.....

B Now write your own prayer in which you say thank you for all your privileges.

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.....

Activity 2

To read and solve puzzles [LO 3.5.3]

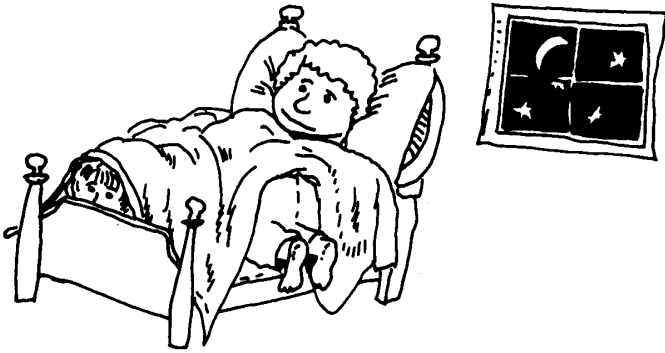
Reading aloud

A The sentences in this story are not written in the correct order. Read the sentences on your own and try to rearrange them by numbering them from 1 to 12 so that the story makes more sense.

Mother woke up early and made bacon and eggs for breakfast.



“Bad luck,” Daddy said. “Now you’ll have to sleep with Mother.”



Johnny and Jenny helped their mother clean the house in a jiffy.



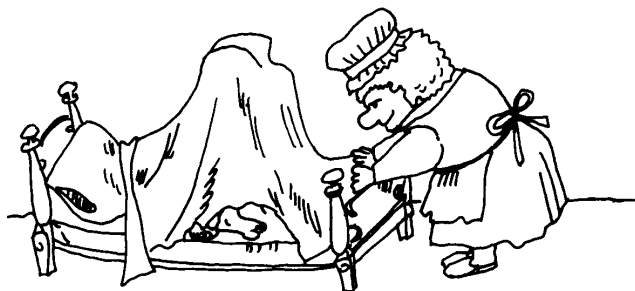
The bed broke and they both got a fright.



Good morning! Rise and shine! Another day of work and play.



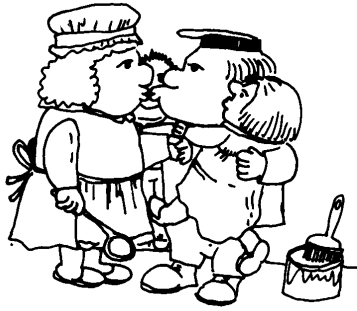
Mother tried to make the bed. Johnny decided to give her a fright and hid under the blankets.



Mother prepared supper and the children made pudding.



Daddy came home from work and they were glad to see him.



Daddy read them a story before bedtime. He put them to bed and kissed them goodnight.

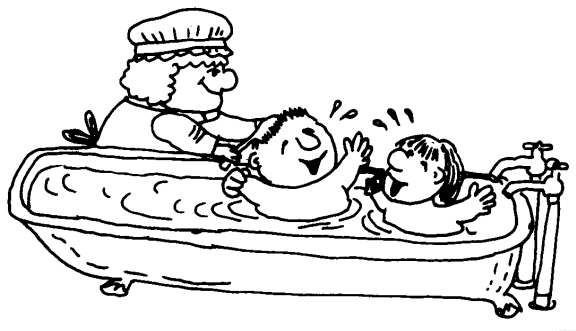
Mummy made sandwiches for lunch.



They sat down to supper. Daddy should have known better than to try to take such a big bite.



After supper Mummy gave Sally and Harry a bath.



B In your groups: Check whether your sequence of events corresponds with that of other members of the group by listening carefully as each person reads to the group.

Assessment

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.5 reads for pleasure and information;

3.5.3 reads and solves puzzles.

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.5 uses developing knowledge of language structure:

4.5.1 writes paragraphs with the support of a ‘frame’ or structure.

LEARNING OUTCOME 5: THINKING AND REASONING

The learner will be able to use language to think and reason, and access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.4 transfers information from one mode to another (e.g. chart to text):

5.4.2 uses information from a written text to create a graph or chart, or to label a diagram.

Memorandum

Activity 1

- It is an important study skill for learners to be able to extract certain information from a text.
- Depending on the area where you live, the standard of English will vary. When learners have to write in their additional language they need much structure in the form of vocabulary. Discuss general vocabulary as a class and encourage the use of a dictionary.
- Thanks: God's love; making me; all I can do; the ability to run, jump and play games; the chance to listen to You.

Activity 2

Take small groups onto the mat and listen to them read individually. Other learners can complete

colouring in the corresponding drawings at their tables or read simple English books from the library while waiting their turn.

Try to work out with the class what clues led them to the correct order.

Sentence Order: 2; 12; 4; 11; 1; 3; 6; 7; 10; 5; 8; 9

Spelling

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HOW DO YOU DO?

Module 7

SPELLING

Activity 1

To understand common spoken words in context [LO 6.6.4]

Here are the five vowel sounds, each with a matching key word. Practise each sound until you are familiar with it. This will help you with your spelling.

a as in **ankle** / **e** as in **elbow** / **i** as in **ink** / **o** as in **orange** / **u** as in **uncle**

Activity 2

To spell familiar words correctly [LO 4.5.2]

SPELLING

A Underline the words that have the same sound as the example. When you have completed one exercise you have to draw a picture according to the instructions in the space below. Label your drawing.

Can you hear...the e as in the beginning of egg?

ten pin man hen get web bus men

wet top tub met on tan red hop

set let lit fit hot dog pup can

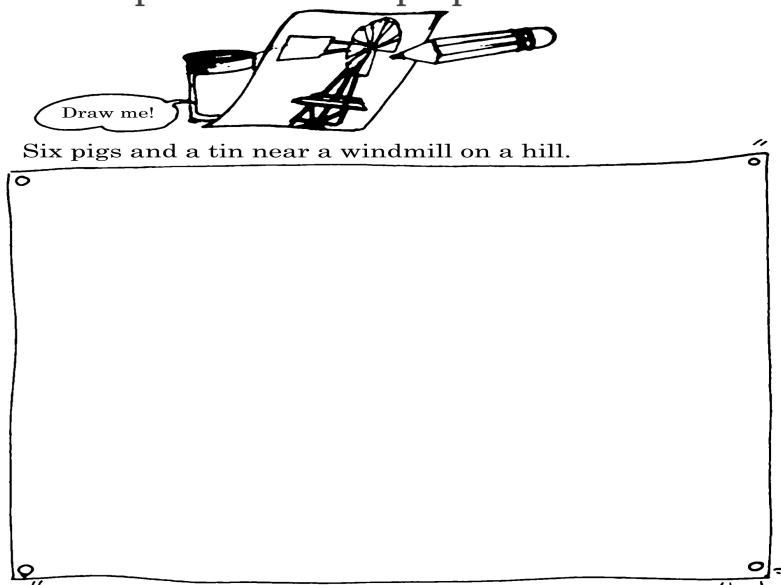
[missing_resource: Red%20hen.png]

Can you hear ...the i sound as in the word sit?

pin man skin pet ten edge feet fork

limp peel red rim tin first thin fan

still main spin hill fit then pit peck



Six pigs and a tin near a windmill on a hill.

Show which word in each line has the o sound as in the beginning of orange.

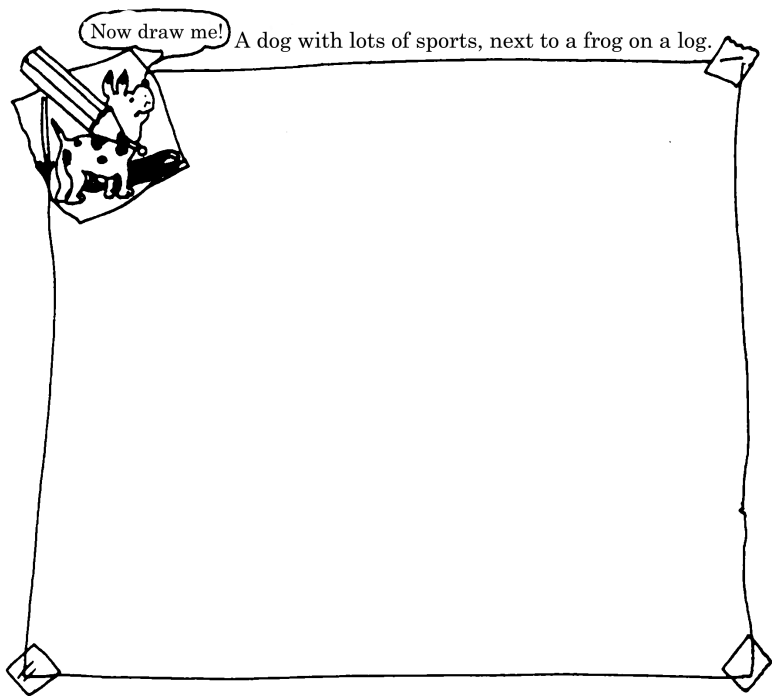
dog man sin ten set rob

boy rug log doll six sand

spot spit toy pig sun run

ball row not stand top fun

got met then pot fan hot



SPELLING
ASSESSMENT
RUBRIC

CRITERIA 1

Identifying 0 - 9

sounds correct

Spelling Difficult
of labels to make
meaning

2

10 - 11

correct

Too
many errors

3

12 - 18

correct

Errors of
minor
consequence

4

19 - 30

correct

No errors

Following instructions	Labels do not match the drawings	Some criteria / labels omitted	The drawings include most criteria and are correctly labelled	The drawings include all criteria and are correctly labelled
Labels	All the labelling rules have been neglected	Two of the labelling rules have been neglected	One of the labelling rules has been neglected	Labels are neat 5 mm capital print

Assessment

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.5 uses developing knowledge of language structure:

4.5.2 spells familiar words correctly.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.6 develops own vocabulary:

6.6.4 understands between 2 000 and 3 500 common spoken words in context by the end of grade 4.

Memorandum

Activity 2

Emphasise the subtle differences in sound – even if the word has the required vowel – it may not make the sound that is being requested.

- ten; wet; set; let; hen; met; get; web; red; men
- pin; limp; skin; spin; rim; hill; tin; fit; thin; pit
- dog; spot; got; log; not; doll; pot; top; rob; hot

Rooms in the house

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

PLEASE COME INSIDE

Module 8

ROOMS IN THE HOUSE

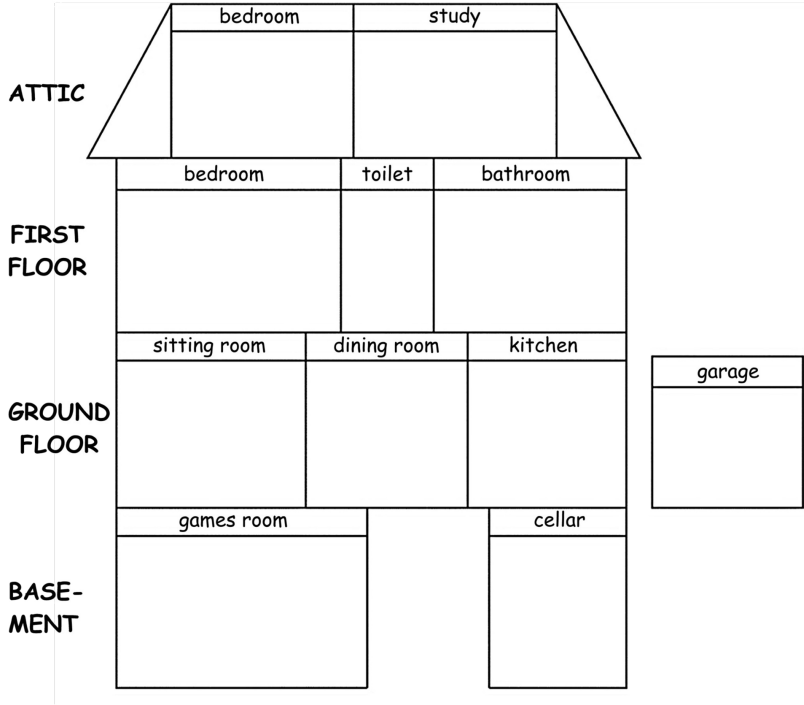
Activity 1

To understand words in context [LO 6.6.4]

ROOMS IN THE HOUSE

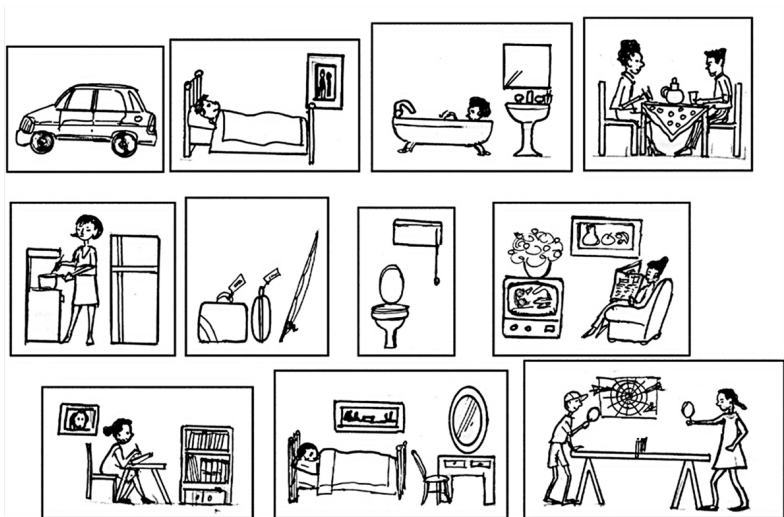
In our second module we shall be talking about our homes. Our homes are the places where we live. There are many types of homes, which also vary in size. We shall be looking inside our homes, outside our homes and hearing about other people’s homes. Enjoy the visit!

A. Cut out the pictures of the rooms and paste them in the correct places in the house. Pay special attention to the names of the different rooms.



B. In your groups let each learner choose two of the

rooms. Take turns to explain to the rest of the group what you do in those rooms.



Complete the following sentences by filling in the missing word.

a) The car is parked in the

.....

b) Mum prepares food in the

.....

c) We watch television in the

.....

d) My brother sleeps in his own

.....

e) We eat dinner in the

f) I bath or shower in the
.....

g) I do my homework in the
.....

h) We store our suitcases and old toys in the
.....

i) We play table tennis in the
.....

j) Our swimming pool is in the
.....

k) We keep our gardening tools in the
.....

l) Our guests sleep in the
.....

lounge	garden	bedroom	garage	cellar	bathroom
kitchen	study	playroom	shed	spare room	dining room

Activity 2

To repeat the same structure to create a poetic rhythm [LO 4.3.1]

SONG TO SING

This song can be sung to the tune of "Are you sleeping...?" (Frère Jacques). If you do not know the tune you will be able to clap out the rhythm by counting the syllables in the song.

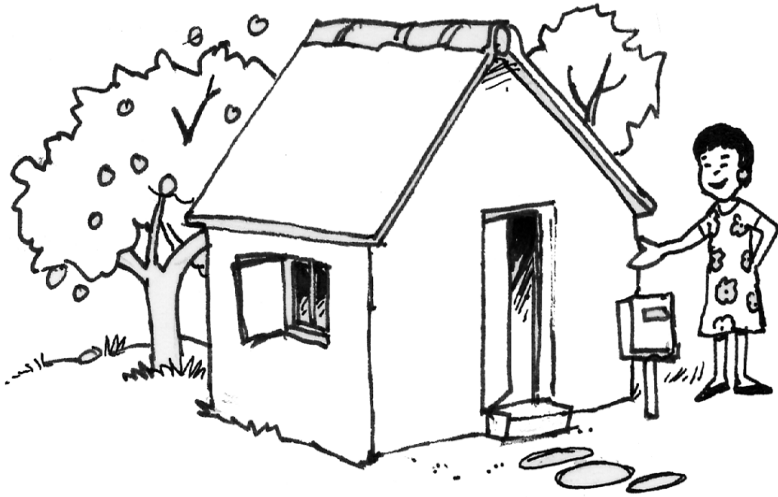
A. Work in your groups and count the syllables in each line. If a word is made up of more than one syllable, break it up like this: e.g. hos/ pi/ tal.

This is my house (2x)

I am proud (2x)

You are very welcome (2x)

Please come inside (2x)



B. As a group, you are going to make up a second verse. Check that each line has the correct number of syllables. Once your song is complete your educator will allow you an opportunity to present it to the class. You may sing it or present it as a rap.

.....

.....

.....

.....

.....

.....

.....

C) Now it is your turn to be creative. Write the next verse on your own. Remember to count the syllables in each line.

.....

.....

.....

.....

.....

.....

.....

Assessment

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.3 writes creatively:

4.3.1 uses some techniques for creative writing: repeating the same structure to create a poetic rhythm and pattern.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.6 develops own vocabulary:

6.6.4 understands between 2 000 and 3 500 common spoken words in context by the end of grade 4.

Memorandum

Activity 1

ROOMS IN THE HOUSE

The learner is afforded the opportunity to learn vocabulary - the names of the rooms in the house in a fun and “hands on” way – cutting and pasting.

Discuss the criteria in the “Rooms in our House” checklist prior to learners beginning this activity.

Check the learners’ understanding of the new vocabulary by letting them complete the sentences.

Answers: garage; kitchen; lounge; bedroom; dining room; bathroom; study; cellar; playroom; garden; shed; spare room

Activity 2

SONG TO SING

Revise the concept of syllables by letting each learner say their first and last name in “syllable rhythm” E.g. Ma-ry-Mc-Do-nald = 5 syllables They love this!

Show them how to clap out a rhythm by clapping out a simple song that is familiar to them. e.g. Ma-ry-had-a-li-ttle-lamb...

Now that you have empowered them with

knowledge about syllables, they can work in their groups.

The outside of the house

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

PLEASE COME INSIDE

Module 9

THE OUTSIDE OF THE HOUSE

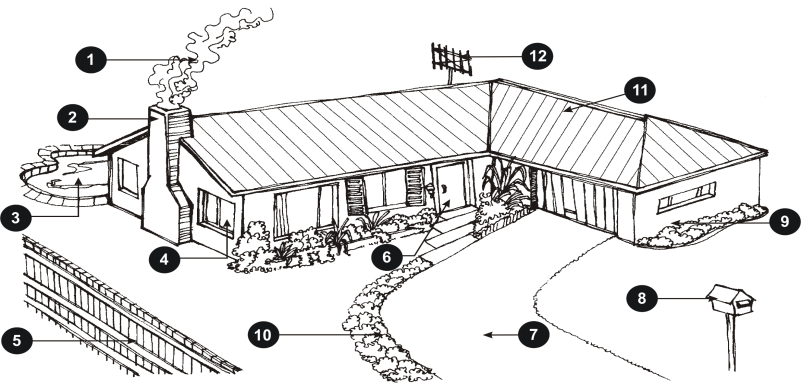
Activity1

To use a dictionary [LO 3.6.1]

THE OUTSIDE OF MY HOUSE

1. Use a dictionary to match the words below to the numbers in the picture. Write your answers below.

chimney	fence	driveway	wall	swimming	pool
window	antenna	letter box	front door	garden	smoke



1. 2.

3. 4.

5. 6.

7. 8.

9. 10.
....

11. 12.
....

Activity 2

To label diagrams [LO 4.1.1]

To understand and use some question forms [LO 6.1]

THE LOUNGE

1. Use a dictionary to help you label the following drawings. Use the words below each picture.

vase	lamp	armchair	cushions	rug	door	
table	couch	clock	curtains	side	display	

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

1. Work with a partner to play this game. One of you will become the “owner” of Room A while the other will become the “owner” of Room B. Take turns to ask and answer questions about “your room”. Use the guidelines below to help you.

QUESTION			ANSWER		
Do you have a lamp?	Yes, I have a lamp in my room.	No, I do not have a lamp in my room.	Do you have a vase?	Yes, I have a vase in my room.	No, I do not have a vase in my room.
Do you have a rug?	Yes, I have a rug in my room.	No, I do not have a rug in my room.	Do you have a fan?	Yes, I have a fan in my room.	No, I do not have a fan in my room.

--	--	--

CHECKLIST – GROUP SONG CRITERIA	TICK		
	YES	NO	
Did you take turns to ask and answer questions?			
Did you use the guidelines to help you?			
Did you make up at least six more questions of your own?			

1. On your own write down three more questions with their answers in the space below. Do not forget the question marks.

QUESTIONS

a)

.....

b)

.....

c)

.....

ANSWERS

a)

.....

b)

.....

c)

.....

Assessment

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.6 uses reference books and develops vocabulary:

3.6.1 uses a dictionary.

LEARNING OUTCOME 4; WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes to communicate information:

- draws and labels simple maps, diagrams, graphs and charts.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.1 understands and uses some question forms, such as ‘Why didn’t ...?’, ‘Have you ever ...?’, ‘Do you think ...?’

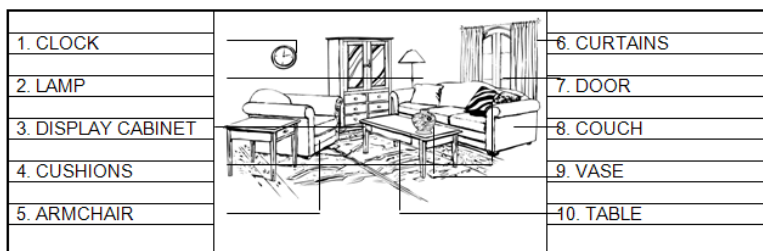
Memorandum

Activity 1

Answers: smoke; chimney; swimming pool; window; fence; front door; driveway; letter box; wall; garden; roof; antenna

Activity 2

- Discuss the criteria in the rubric before the learners begin the exercise.
- Explain that when we label, all lines connecting the word to the drawing must be horizontal or vertical – never diagonal. See e.g.



The bedroom

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

PLEASE COME INSIDE

Module 10

THE BEDROOM

Activity 1

To label diagrams [LO 4.1.1]

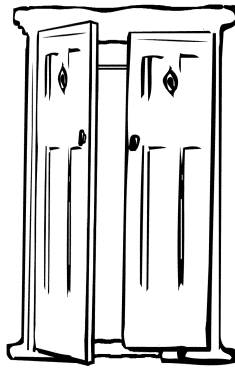
THE BEDROOM

Use your dictionary to help you label the pictures taken out of the bedroom scene. The following words will help you.

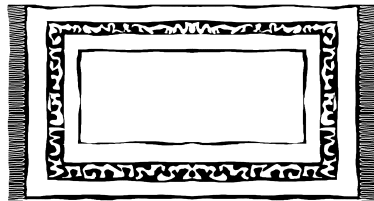
pillow	chair	brush	picture	mirror	dressing
					table
hanger	rug	curtains	blanket	cupboard	duvet



.....



.....

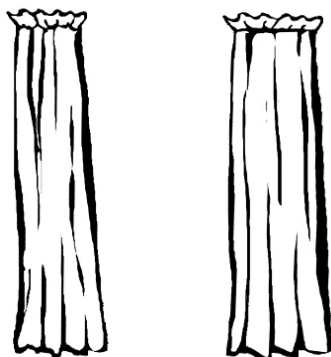


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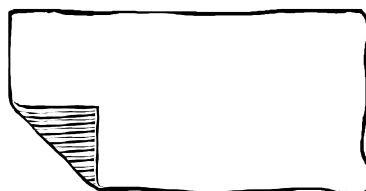
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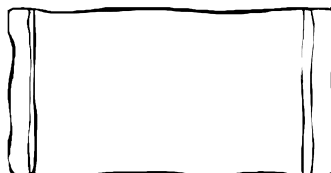
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.....



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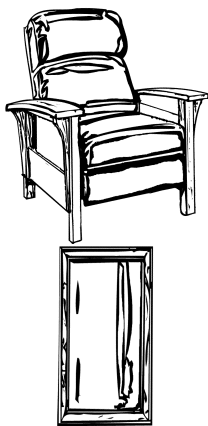
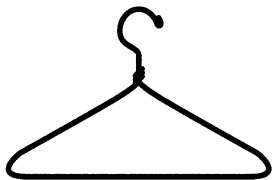


.....



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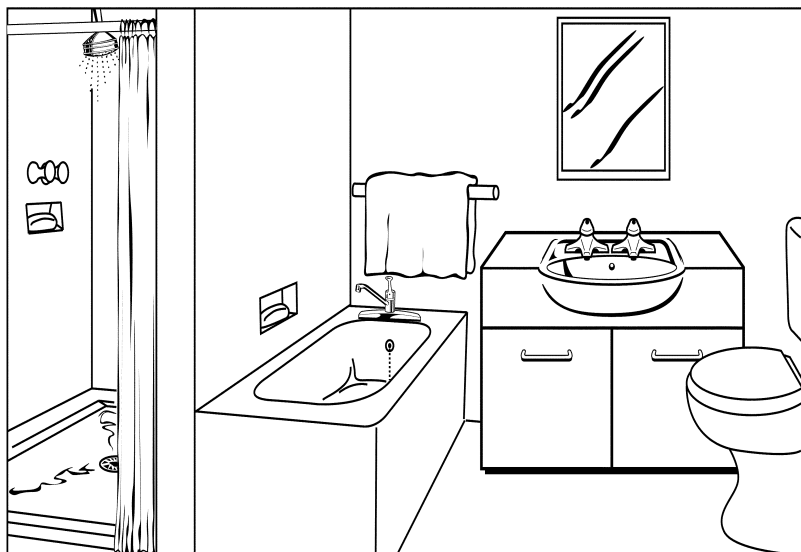


Activity 2

To label diagrams [LO4.1.1]

the bathroom

a) Rearrange the letters of the words below. They match the numbered items in the picture.



1 3

10 8 5

4

7

9

2 6

i. osherw..... vi. tloiet

.....

ii. thba vii. poas

.....

iii mirror viii. letow
.....

iv. abins ix. arducobp
.....

v. apts x. sohrew crunait
.....

b) Now choose two of these words and use them in
good sentences.

i)
.....
.....
.....

ii)
.....
.....
.....

Assessment

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes to communicate information:

4.1.1 draws and labels simple maps, diagrams, graphs and charts.

Memorandum

Activity 1

THE BEDROOM

- The learners are continuing to develop their vocabulary around the theme of their home.
- Encourage the use of the dictionary.
- Remind them about their labelling rules.
- Answers: dressing table; cupboard; rug; pillow; curtains; duvet; blanket; brush; picture; hanger; chair; mirror

Activity 2

THE BATHROOM

- Answers: shower; bath; mirror; basin; taps; toilet; soap; towel; cupboard; shower curtain

Paint the house

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

PLEASE COME INSIDE

Module 11

PAINT THE HOUSE

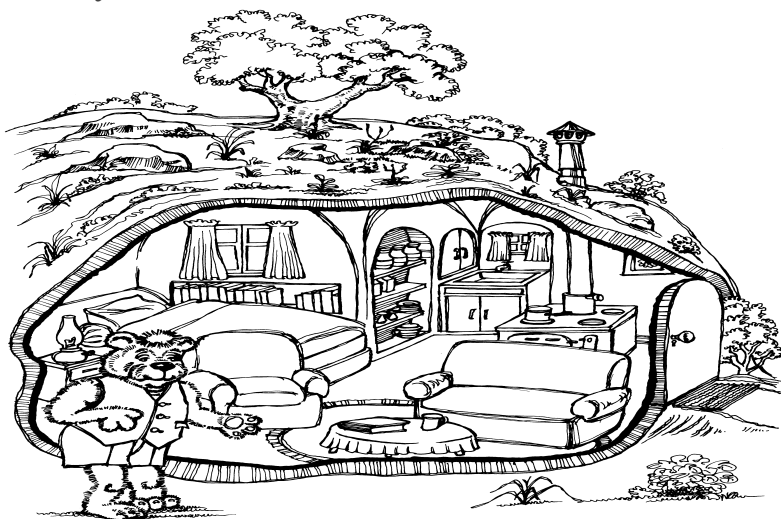
Activity 1

To label a diagram [LO 4.1.1]

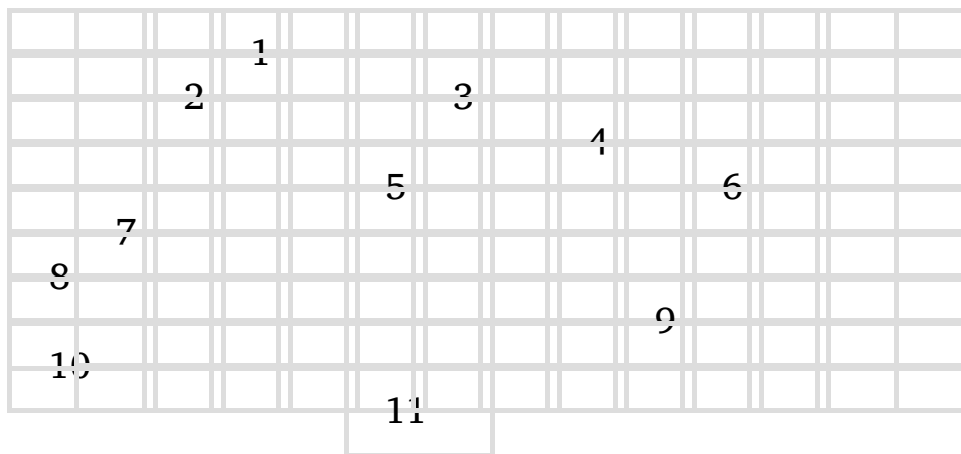
To use a personal dictionary [LO 6.6.3]

COLOURS

A. This house belongs to Boris, the bear. Help him to add a little colour to his house. Your educator will tell you what to do.



B. Look at the house, which belongs to Boris, and then fill in the correct colours on the crossword puzzle. Take care with your spelling. Use your dictionary to help you.



ACROSS

2. The tablecloth
is.....

5. The colour of the floor
is.....

7. The cupboards in the kitchen
are.....

8. The duvet
is.....

9. The colour of the couch
is.....

10. The colour of the chair
is.....

11. The carpet

is.....

DOWN

1. The walls have been painted.....

3. The curtains are.....

4. Boris' waistcoat is.....

6. The stove is.....

7. The front door is.....

Activity 2

To express an opinion in writing [LO 4.1.5]

DIFFERENT HOMES

- 1. In your groups talk about the positive things and negative things about living in the following places:

an old lighthouse	a castle	a house under the ground	a giant doll's house	a cottage in the forest
----------------------	----------	--------------------------------	----------------------------	-------------------------------

1. On your own, write down one positive and one negative thing about living in each of the five homes.

POSITIVES

- i)
- ii)
- iii)
- iv)
- v)

NEGATIVES

- vi)
- vii)

viii)

ix)

x)

Assessment

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes to communicate information:

4.1.1 draws and labels simple maps, diagrams, graphs and charts.

4.1.5 expresses an opinion in writing.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.6 develops own vocabulary:

6.6.3 uses personal dictionaries.

Memorandum

FORMING SENTENCES

Activity 1

COLOURS

Revise the different colours, furniture and parts of the house with the learners.

Read the following sentences. Give the learners

enough time to mark each part of the picture with the correct colour. They can complete the colouring in neatly at the end.

SENTENCES

1. The tablecloth is orange.
1. The floor is yellow.
1. The cupboards in the kitchen are pink.
1. The duvet is grey.
1. The couch is red.
1. The chair is black.
1. The carpet is maroon.
1. The walls are painted brown.
1. The curtains are green.
1. Boris' waistcoat is blue.
1. The stove is white.
1. The front door is purple.

--	--	--

CROSSWORD ACROSS

1. ~~Orange~~

1. ~~Green~~

1. ~~Blue~~

1. ~~White~~

1. Red

1. Black

11. Maroon

DOWN

7. Purple

Activity 2

DIFFERENT HOMES

The learners will require much new vocabulary. Encourage them to use a dictionary before asking the educator for help.

Questions and Simple Present Tense

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

PLEASE COME INSIDE

Module 12

QUESTIONS AND SIMPLE PRESENT TENSE

Activity 1

To use some question forms [LO 6.1]

To use a wider range of punctuation [LO4.5.3]

ASKING QUESTIONS

A. Form groups with four members in each. Look around in the classroom and take turns to ask questions. Use the new vocabulary that you have learned to help you find the missing objects.

Start each question as follows:

- Where is...?
- Where are...?

Some	under	In	on	behind	on	top	next to
words		front	of			of	
to help							
you							
answer:							

C. Now, write down the six questions that you asked the group with their answers.

i)

ii)

iii)

iv)

v)

vi)

vii)

viii)

ix)

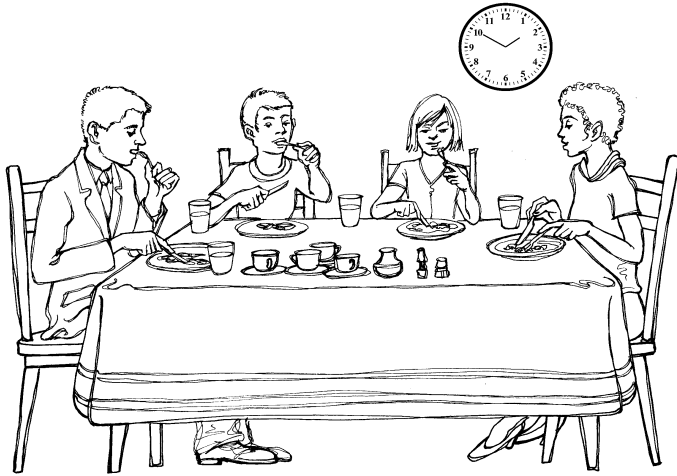
x)

xi)

xii)

.....

D. Change the following sentences into questions.
Remember that we put a question mark at the end
of a question sentence. (?)



Example : *They are having lunch. Are they having lunch?*

a) There are four plates on the table.

.....

b) They are drinking milk.

.....

c) There is a tablecloth over the table.

.....

d) There is a vase with flowers on the table.

.....

e) They are eating with knives and forks.

.....

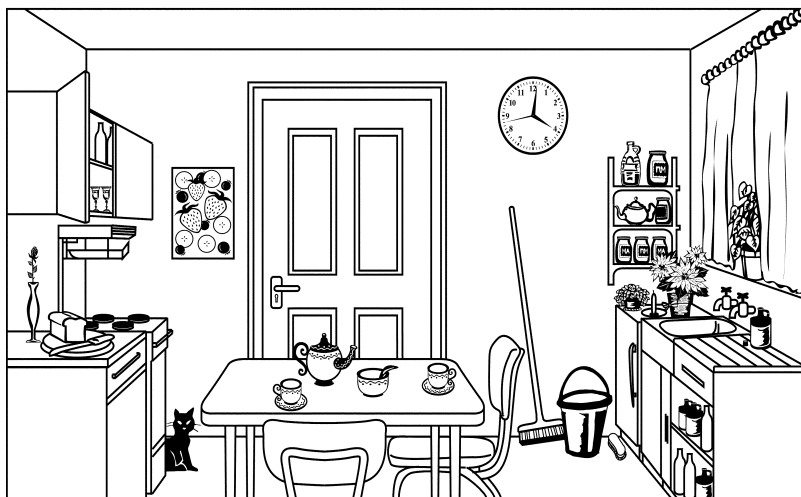
Can you say when we use “is” and when we use “are”? Use the previous sentences to help you decide.

Activity 2

To use information from a diagram to answer questions [LO 5.4.3]

VISUAL READING

Look at the picture and say whether the statements about the picture are **true** (T), **false** (F) or **not supported by enough evidence** (NEE).



STATEMENTS	TRUE	FALSE	NEE
a) There are three cups on the table.			
b) The knife is between the vase and the loaf of bread.			
c) There are two glasses in the cupboard.			
d) There are			

three
potplants.

e) The cat is
lying behind
the stove.

f) The
kitchen door
has a broken
lock.

g) The
bucket is full
of soapy
water.

h) The
candle is
standing on
top of the
refrigerator.

i) There are
curtains in
front of the
windows.

j) There is a
teapot on
the shelf
against the
wall.

k) It is late
afternoon.

l) The
cupboard is

open.

Activity 3

**To use the simple present tense to communicate
[6.2.1]**

WRITING IN THE SIMPLE PRESENT TENSE

First choose a picture. Then choose a word that matches your picture from the list below. Decide in which room you will do what your word says.

Choose one of these rooms: **kitchen, lounge, bedroom, bathroom.** Then write your sentence

For example: I play table tennis in the playroom.

REMEMBER:

If it is one person (but not 'I' or 'you') that is doing something you must add -s or -es to the word that you choose!

I He



They.....

We

She

We He They I

SOME MORE HELP

lunch; letters; book; teeth; music; tea; clothes; table
tennis; dishes; television

watch make bath eat listen to write play brush put
on wash read

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Assessment

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.5 uses developing knowledge of language structure:

4.5.3 begins to use a wider range of punctuation (e.g. apostrophes).

LEARNING OUTCOME 5: THINKING AND REASONING

The learner will be able to use language to think and reason, and access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.4 transfers information from one mode to another (e.g. chart to text):

5.4.3 uses information from a chart, graph or diagram to write a short text.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and

interpret texts.

Assessment Standard

We know this when the learner:

6.1 understands and uses some question forms, such as ‘Why didn’t ...?’, ‘Have you ever ...?’, ‘Do you think ...?’

6.2 uses the tenses introduced in the Foundation Phase to communicate orally and in writing, e.g.:

6.2.1 simple present tense.

Memorandum

Activity 1

- a) Are there four plates on the table?
- b) Are they drinking milk?
- c) Is there a cloth over the table?
- d) Is there a vase with flowers on the table?
- e) Are they eating with knives and forks?

We use *is* when we are talking of one person or object and *are* when we are talking about more than one person or object.

Activity 2

STATEMENTS	TRUE	FALSE	NEE
a) There are three cups on the table.		X	
b) The knife is between the vase and the loaf of bread.		X	
c) There are two glasses in the cupboard.	X		
d) There are three potplants.		X	
e) The cat is lying behind the stove.		X	
f) The kitchen door			X

g) The bucket is full of soapy water.

X

X

X

X

X

X

b) She baths in the bathroom.

- c) We eat lunch in the kitchen.
- d) She writes letters in the lounge.
- e) We make tea in the kitchen.
- f) He reads a book in the lounge.
- g) They brush their teeth in the bathroom.
- h) I listen to music in the lounge.
- i) They put on clothes in the bedroom.
- j) He washes the dishes in the kitchen.

The houseboat owner

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

PLEASE COME INSIDE

Module 13

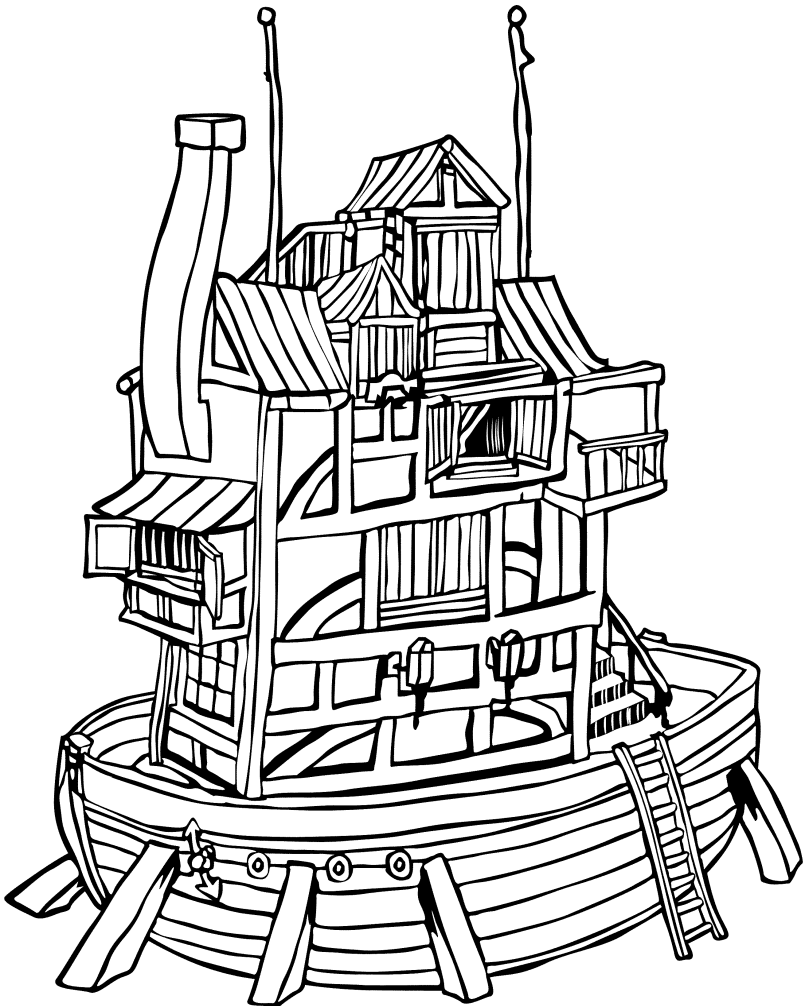
THE HOUSEBOAT OWNER

Activity 1

To describe people [LO 2.3.3]

THE HOUSEBOAT OWNER

Decide to whom this houseboat belongs and draw a picture of the owner. Use your dictionary to help you prepare 10 to 15 sentences at home. Then tell the class about this person and why he is living in a house like this.



The owner of the houseboat

Activity 2

To understand and use singular and plural forms of nouns [LO 6.4.1]

IS, ARE, HAS AND HAVE

a) Write sentences on the following page, using the table below.

There are	Deoniso	Isabel	Maisha	are	in the	kitchen	study	bath
and				table	reading	showering	room	ing
Pearl	We	There	Mary	There	My	room	television	
parents	My			dressing		room	bedroom	lib
brother				table	many	box	back	
and				books	two	yard	guest	room
sister	My			cars	many			
pets	The			toys	sleeping	staying		
visitors								

i)

.....

ii)

.....

iii)

.....

iv)

.....

v)

.....

vi)

.....

vii)

.....

viii)

.....

ix)

.....

x)

.....

xi)

.....

xii)

.....

Activity 3

To use a wider range of punctuation [LO 4.5.3]

Fill in the **capital letters**, the **comma**, the **question mark (?)**, the **exclamationmark (!)** the **full stop (.)** and the **apostrophe (')** where necessary.

i) in the bathroom is a toilet a shower and a wash-basin

.....

ii) mandy stop playing with the cats bowles

.....

iii) did you brush your teeth this morning

.....

iv) clean up this mess

.....

v) after she has a bath she dries herself with a towel

.....

vi) mother irons my fathers shirts on wednesdays

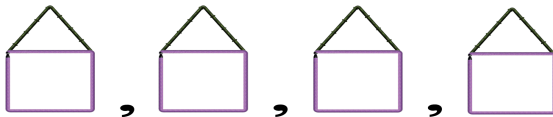
.....

vii) do you have a facecloth and a nailbrush

.....

viii) ouch the water is too hot

.....



Assessment

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

- uses additional language to communicate information:

2.3.3 describes people, objects and simple processes.

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.5 uses developing knowledge of language structure:

4.5.3 begins to use a wider range of punctuation (e.g. apostrophes).

LEARNING OUTCOME 6; LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.4 understands and uses singular and plural forms of nouns:

6.4.1 ordinary nouns.

Memorandum

Activity 1

THE HOUSEBOAT OWNER

Discuss the criteria for the oral activity in detail before the learners begin this task.

Activity 2

IS, ARE, HAS AND HAVE

Discuss thoroughly how / when these verbs are used. e.g. when the nouns are singular or plural.

Answers:

- a) There is a table in the kitchen.
- b) Deon is reading in the study.
- c) He is showering in the bathroom.
- d) Maqisha and Pearl are relaxing in the living room.
- e) We are eating in the dining room.
- f) There are two chairs in the television room.
- g) Mary has a dressing table in the bedroom.
- h) There are many books in the library.
- i) My parents have two cars in the garage.
- j) My brother and sister have many toys in the toy box.
- k) My pets are sleeping in the back yard.
- l) The visitors are staying in the guestroom.

Activity 3

CAPITAL LETTERS AND PUNCTUATION

Answers:

a) In the bathroom is a toilet, a shower and a wash-basin. (3)

b) Mandy, stop playing with the cat's bowl. (4)

c) Did you brush your teeth this morning? (2)

d) Clean up this mess! (2)

e) After she has a bath, she dries herself with a towel. (3)

f) Mother irons my father's shirts on Wednesdays. (4)

g) Do you have a facecloth and a nailbrush? (2)

h) Ouch! The water is too hot. (4)

Furniture in the house

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

PLEASE COME INSIDE

Module 14

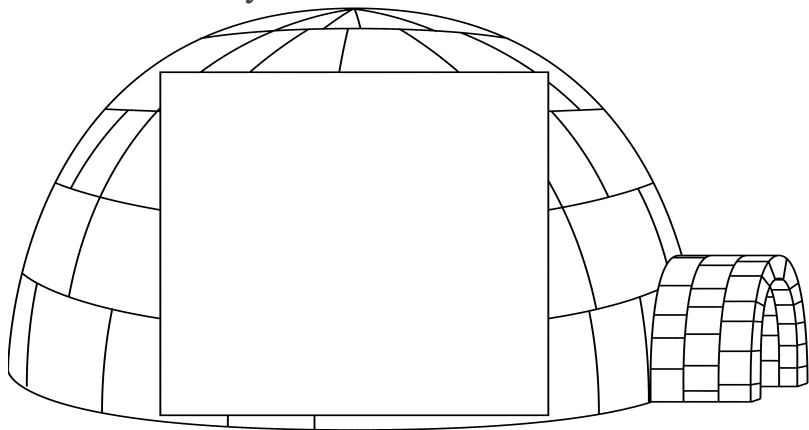
FURNITURE IN THE HOUSE

Activity 1

To read and solve puzzles [LO 3.5.3]

FURNITURE IN THE HOUSE

A. Word search: Find the answers to the clues and draw circles around them. Copy the answers and write them neatly next to each clue.



C	U	R	T	A	I	N	S	W
U	B	C	T	R	A	Y	T	A
P	E	U	W	A	C	M	R	R
B	O	O	K	C	A	S	E	D
O	K	M	I	H	R	W	A	R
A	A	C	A	A	P	B	C	O
R	S	H	I	I	E	C	R	B
D	E	S	R	R	T	A	W	E
S	M	I	R	R	O	R	A	M

i) We need plenty in the kitchen, for
storage.....

ii) Keep reading material
here.....

iii) Sit on
this.....

iv) Hanging in front of the
window.....

v) Hang your clothes in
this.....

vi) Floor or wall-to-wall
covering.....

vii) Look in this when you brush your
hair.....

viii) Serve coffee or tea from
this.....

Activity 2

**To repeat the same structure to create poetic
rhythm and pattern [LO 4.3.2]**

ANOTHER SONG TO SING

This song can be sung to the tune of **Polly Put the Kettle On**.

You can replace the names with those of your classmates.

If you do not know the tune you will be able to clap out the rhythm by counting the syllables in the song.

A. Work in your groups and count the syllables in each line. If a word is made up of more than one syllable, break it up like this: e.g. fur/ ni/ ture.

Pieter switch the TV on (3x)

We want to watch the news

Gaby set the table, please (3x)

We want to have our lunch

.....wash the dishes now (3x)

And Pam will help to dry

.....make your bed quickly (3x)

And keep your room tidy

.....draw the curtains please (3x)

It's getting very dark

.....brush your teeth again (3x)

Before you go to bed.

B. As a group, you are going to make up three verses. Check that each line has the correct number of syllables. Once your song is complete your educator will allow you an opportunity to present it to the class. You may sing it or present it as a rap.

.....

.....

.....

.....

.....

.....

.....

A. Now it is your turn to be creative. Write the next three verses on your own. Remember to count the syllables in each line.

.....

.....

.....

.....

.....

.....

.....

Assessment

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.5 reads for pleasure and information;

3.5.3 reads and solves puzzles.

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.3 writes creatively:

4.3.2 uses some techniques for creative writing: repeating the same structure to create a poetic rhythm and pattern.

Memorandum

FURNITURE IN THE HOUSE

a) Cupboards

1. Bookcase

c) Chair

d) Curtains

e) Wardrobe

f) Carpet

g) Mirror

h) Tray

ANOTHER SONG TO SING

Revise syllables with the learners before they begin this exercise.

Johnny's last sandal

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

PLEASE COME INSIDE

Module 15

JOHNNY'S LOST SANDAL

Activity 1

To write lists [LO 4.1.2]

To design a simple poster [LO 4.4.1]

READING PASSAGE

A. Your educator will divide the class into eight groups. In your group, read only the section that you have been told to read. In the space provided, list all the items that are found in that room.

Johnny runs into the bedroom where Mummy is making up the double bed. Mummy and Daddy sleep in this big bed.

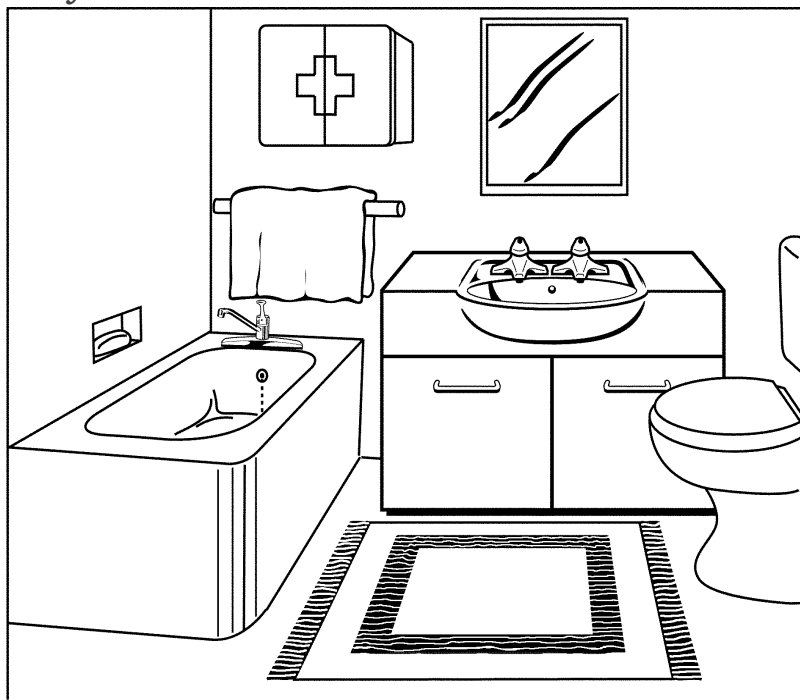
"I can't find my brown sandal anywhere," he says.
"Mummy, please help me look for it!"

"I will, as soon as I have finished here," says
Mummy.

She straightens the books on the bedside table. Then she puts all her pots of cream and powder neatly in place on top of the dressing table. She wipes the mirror with a cloth. She also closes the doors of the built-in cupboard which Daddy has left open.

Come on, Johnny," she says. "Let's go and have a good look for your sandal."

They first go to the bathroom , where Johnny undressed himself last night. There's nothing on the floor except the bath mat. They know that the sandal cannot possibly



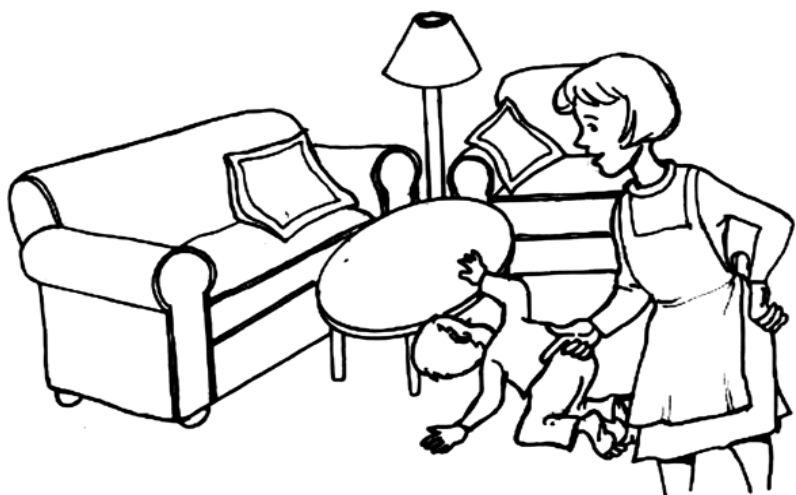
be in the toilet, or in the bath or wash basin! And Johnny cannot reach the medicine cupboard to put his sandal there by mistake.

Possibly be in the toilet, or in the bath or wash basin!

"Let's look in the sitting room and dining room," Mummy suggests.

They lift up the cushions on the sofa and the

armchairs and look under them. They get down on their knees and look under the coffee table.



They move the standard lamp and look all over the carpet. There is no sign of a brown sandal!

She takes Johnny by the hand and they look in the stove and the refrigerator. Then they open the doors of the kitchen cupboards and look there, too. There's nothing in the sink, where the hot and cold water taps are shining bright and clean. There's nothing on the draining-board, either. Mummy's tiled kitchen floor has nothing lying on it.

Mummy and Johnny peek into the laundry , too. The sink in the laundry is empty and clean. The washing machine is not being used, and when Johnny looks through the glass door, he can see nothing inside it.

They take a quick look in the spare bedroom . This is

where Granny and Grandpa sleep when they come to visit. There are two single beds in the room. Between the beds is a bedside table with two small lamps on it. Each bed has a pink duvet over it. Mummy and Johnny each look under a bed and then all over the room, but there is no sign of the brown sandal.



Johnny's room is right at the end of the passage. It is a big, bright, sunny room, but it looks as though it has been hit by a storm.

All the cupboard drawers are open, with Johnny's clothes spilling out of them and on to the floor.

"You see, I did look for my sandal in my room," says Johnny with a grin.

Mummy gives him a look, but doesn't say anything. She looks through the shoes standing at the bottom of his wardrobe, but she cannot find the other brown sandal.

"Where on earth can that sandal have got to?" wonders Mummy. "I don't know where else to look."

Wait a minute," she says suddenly. She lifts the crumpled duvet off the bed and gives it a good shake.

And guess what!

The sandal falls from the folds of the bedspread, on to the floor!

LIST OF ITEMS FOUND IN
(name of room)

.....

.....

.....

.....

.....

.....

.....

B. Your teacher will now divide you into different groups so that you can share your information with them. Then, together you will make a poster of the different rooms you have

discussed.

Assessment

LEARNING OUTCOME 4: WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes to communicate information:

4.1.2 writes lists with headings;

4.4 designs media texts:

4.4.1 designs a simple poster and / or notice.

Memorandum

Divide the learners into eight groups. Let each group read a section related a particular room. They must then make a list of all the things that are found in that room. Each group member can write the list on a sheet of paper.

Redivide the learners into groups of eight. In each group there should be one learner from each room

(group in the previous round). Each member of the new group reads his list of the things found in his particular room.

The group now makes a chart with pictures from magazines or drawn. It is important that they label the items found in the rooms.

Making my bed

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

PLEASE COME INSIDE

Module 16

MAKING MY BED

Activity 1

To answer questions about what happened first, second, etc. [LO 1.4.1]

To give simple instructions [LO 2.3.2]

MAKING MY BED

A. Number the following statements according to the sequence in which they occurred in the listening passage.

ACTIVITIES	NUMBER
I take off the duvet, pillows and sheets.	
I shake the pillows well.	
I make my bed.	
I arrange everything on my dressing table.	
I fold my pyjamas.	
I wash and dress myself.	
I open the windows.	
I cover the bed with the duvet.	
I eat my breakfast.	
I open the curtains.	

I pack my pyjamas in the wardrobe.

I spread the sheet over the bed.

B. Choose one of the following activities or any other that your educator approves of. Explain to the class in 10 steps how to complete the activity. You may prepare your instructions at home.

IDEAS: Bathing Washing dishes Laying the table Making tea

Activity 2

To spell familiar words correctly [LO 4.5.2]

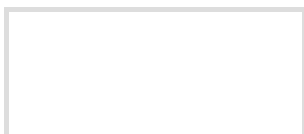
SPELLING

A. Complete the words in the left-hand column and match them with the correct sentence.

Question words
that start with

'wh'			
... at	.....	do you live?	
... ich	.....	house is yours?	
...ere	.....	did you buy your house?	
...en	.....	is the number of your house?	

Words that start with 'ch'			
... at	You sit on a	.....	at the table.
ri...	We eat and	.....	in the diningroom
...air	A	.....	man can buy a house.
...at	We have our	.....	in the afternoon.
lun...	How	.....	did you pay for your house?



Words that start with 'sh'					
... op	Please	.....	the door		
			behind you.		
wa...	I	.....	help Mother		
			to sweep the		
			floor.		
...ut	We bought a	.....		
	lounge suit				
	at the				
fl...	I	.....	the		
			windows.		
fre...	Remember	.....	the toilet.		
	to				
...all	Mother	.....	bread in the		
	bakes		oven.		

Words that start with 'th'					
... oth	I	.....	Mother for a		
			clean, neat		
			home.		
...ese	I	.....	our garden is		
			very		
			beautiful.		

...ank	It is safer indoors	.....	outside.
...ink	I picked	.....	flowers in the garden.
...an	We throw a	.....	over the breakfast table.

SUMMATIVE SPELLING TEST

1. Choose the correct word from within the brackets. Underline the word that you choose.

- a) (Witch, watch, which) house do you like?
- b) I like to (chat, shut, chop) to my friends.
- c) I picked (that, these, this) flowers in our garden

2. In the following sentences there are a few spelling mistakes. Find these mistakes and correct them.

1. Wher does the rish man live and what is the number of his house?

.....

.....

1. I sit on a chiar at the table when I eat my lansh.

.....

.....

1. Fill in the missing word.

How	.....	did your father pay for your house?
I help Mother to w.....		the windows.
Please s.....		the door behind you.

Assessment

LEARNING OUTCOME 1: LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

1.4 understands recounted events:

1.4.1 answers questions about what happened first, second, etc.

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

- uses additional language to communicate information:

2.3.2 gives simple instructions.

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.5 uses developing knowledge of language structure:

4.5.2 spells familiar words correctly.

Memorandum

Activity 1 MAKING MY BED

Read and acts the passage while the learners listen. Then the learners act while you read the passage again.

Read again and let the learners act, but now you leave out the parts between brackets, and the learners have to fill them in orally.

After I have finished (washing and dressing myself) in (the morning), I make (my bed). I open (the curtains) and (the windows wide) to allow (fresh air) into my (bedroom). I take off the (duvet, pillows and sheets). I spread the (sheets) over the (bed) I (smooth) the (sheets) and tuck them in under (the mattress) on both (sides) as well as at (the foot) of the bed. I shake the (pillows well) and arrange them (neatly) at the (head) of the (bed).

The pillowcases must be (neat and smooth). Then I fetch (the duvet) and (cover the bed). I (smooth out) the (duvet), so that there are no (wrinkles) and (folds). My duvet’s (colour) matches the colour of (the curtains). Now I fold my (pyjamas/nighty) and put them (away) in the (wardrobe). My bed looks (neat and tidy). I quickly (arrange everything) on my (dressing table). Then I go in to have (breakfast) before I go to (school).

Answers

ACTIVITIES	NUMBER
I take off the duvet, pillows and sheets.	5
I shake the pillows well.	7
I make my bed.	2
I arrange everything on my dressing table.	11
I fold my pyjamas.	9
I wash and dress myself	1
I open the windows.	4
I cover the bed with the duvet.	8
I eat my breakfast.	12
I open the curtains.	3

I pack my pyjamas in the wardrobe.	10	
I spread the sheet over the bed.	6	

Activity 2 SPELLING

Answers:

where; which; when; what

chair; chat; rich; lunch ; much

shut; shall; shop; wash; flush; fresh

thank; think; then; these; cloth

The shoplifter

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

SHOPPING AND SPENDING

Module 17

THE SHOPLIFTER

Activity 1

To summarise a story with support [LO 1.1.2]

To predict what will happen next [LO 1.1.4]

To discuss ethical and social issues [LO 1.1.6]

In this module we are going to be busy with shopping, the different types of shops and the things we can buy. Your educator will read an incomplete story to you ...listen carefully!

a) Now answer the following questions:

i) On what date did this story take place?

.....

ii) Why were they at the shopping centre?

.....

iii) What was the name of the first shop that they went to?

.....

iv) How much time did they spend in this shop?

.....

v) What is a department store?

.....

vi) Which section did the twins go to?

.....

vii) Why were they suddenly without their parents?

.....

viii) How was the stranger dressed?

.....

ix) What did the stranger do that was wrong?

.....

x) What did the twins decide to do?

.....

xi) What the stranger did was wrong. Why, do you think?

.....

xii) What do you think should happen to the stranger because of what he did?

.....

In your groups discuss the following questions and decide what happened next. Complete the story and present it to the class. You can vote to decide whose story has the best ending.

i) Why did the twins not stay together in the toyshop?

.....

ii) What does it mean to make up your mind?

.....

iii) What does it mean when we say: “Let’s keep an eye on him”.

.....

iv) Why is shoplifting wrong and dangerous.

.....

v) Plan your ending to the story.

.....

Activity 2

To choose a title [LO 3.1.1]

To notice how characters and plots are constructed [LO 3.1.3]

To notice the role that pictures play [LO3.1.4]

To recall and describe a sequence of actions [LO 2.3.1]

AT THE SHOPS

[missing_resource: woman%20-at%20-shop%20-counter.png]

I like to go shopping with my mother on a Friday afternoon or a Saturday morning. During the week I am too busy to go to the shops, because I have so many things to do at school. Mother is also very busy during the week and she is usually in a hurry, so she does not want me to go with her. She says I waste too much time because I always want to look at everything one can buy in the shops.

When we go shopping my mother always has a list of all the things she needs to buy. When we go shopping at the supermarket, it is my job to push the trolley. Mother looks at the prices of the items

on the shelves. When she has decided what to take, she puts it in the trolley. She always lets me buy a packet of the sweets I like best. There are many other customers in the shop and I must be careful not to bump into someone else with my trolley.

When we have all the items that we want, we go to the till where we wait our turn to pay. Sometimes we have to wait in a long queue. When it is our turn, I help Mother to unpack all the packets, tins, bags, jars and boxes onto the counter. All the prices are added up. Mother takes money from her purse and pays. She waits for the change and I push the loaded trolley to our car. We load all the bags into the boot and go home.

a) Look at the picture and read the story, then discuss in your group the questions that follow. Then, on your own, fill in the answers in the space provided.

i) Why do you think it is usually our mothers that do the shopping?

.....

ii) Are cashiers usually male or female?

.....

iii) Why do you think this is so?

.....

iv) From the following four possibilities, choose the best title for the passage above:

Shopping / At the Supermarket / Shopping with Mother / Pushing a Trolley

.....

v) Why do you think your choice is a good title?

.....

b) Explain to the class what your mother does when she goes to the supermarket. Use words like “first”, “then” and “next”. Prepare between 10 and 12 steps at home.

Assessment

LEARNING OUTCOME 1: LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

1.1 understands stories (told or read to learners):

- predicts what will happen next;

1.1.4 discusses ethical and social issues, code switching if necessary;

1.1.6 summarises the story with teacher's support.

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

- uses additional language to communicate information:

2.3.1 recalls and describes (recounts) a sequence of actions using connecting words (e.g. first, then, next);

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.1 understands in a simple way some elements of stories:

3.1.1 title (e.g. chooses the best title from alternatives and gives reasons);

3.1.3 notices how characters and plots are constructed to represent a particular view of the world (e.g. What roles do girls and boys play in the story? Are they stereotyped, or do girls and boys have the same possibilities?);

3.1.4 notices the role that pictures play in the construction of meaning (e.g. How are boys and girls depicted in the pictures?).

Memorandum

Activity 1 The shoplifter

- Read the following incomplete story to the learners.

Gail and David are twins. They are nine years old and their birthday is May 18. It is Saturday morning, a week before their birthday, and they are sitting at the breakfast table.

Suddenly their mother says, “You know, next Saturday is your birthday. Would you two like to go shopping with us? Perhaps we can try to find your birthday presents.”

“Oh yes!” they both exclaim. “That’ll be great! May we go immediately, Mum?”

The twins are very excited now. The shopping centre is huge, with many different types of shops. Many of these shops sell a variety of things that they would like for their birthday. Their father smiles when he sees how excited they are. On their way to the shopping centre they only talk about what they would like to buy.

Inside the shopping centre they go straight to the toyshop, Toys for Me. Gail goes one way and David the other. Mum follows Gail, while his father follows David. After twenty minutes they still cannot make up their minds and they go to the big department store. Together they go to the music

section, where their parents leave them for a few minutes while they do other shopping.

At first they do not notice the stranger dressed in blue jeans and a white shirt, standing at the CD shelf. Suddenly Gail notices something strange ... he puts a CD into his pocket! That's strange! And she nudges David with her elbow. He sees it too. They are stunned and not sure what to do. David whispers, "Let's pretend not to have seen anything, but let's keep an eye on him".

They watch him and when he leaves the music section and heads for the door, they decide that it is time to act! With their hearts in their throats they

Answers:

1. It was 11 May.
2. They were looking for birthday presents.
3. Toys for Me.
4. Twenty minutes.
5. A shop with many sections, e.g. toys, baby, meat, music etc.
6. The music section.
7. They are shopping elsewhere.
8. He was wearing blue jeans and a white shirt.
9. He put a CD in his pocket.
10. Pretend not to have seen anything, but keep an eye on him.

11. Educator's discretion.
12. Educator's discretion.

Activity 2 At the shops

As most answers in exercise one are opinion orientated, it is important for the learner to realise that there is no ONE right answer. Learners must feel free to express their opinion. Discuss the criteria of the oral thoroughly with the learners before they begin preparing.

Yesterday, today and tomorrow

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

SHOPPING AND SPENDING

Module 18

YESTERDAY, TODAY AND TOMORROW

Activity 1

**To use the tenses to communicate in writing:
simple present, simple past, future, etc. [LO
6.2.1, 6.2.4, 6.2.5]**

YESTERDAY, TODAY AND TOMORROW

**a) Rewrite each of the following sentences in the
future tense (tomorrow):**

.....

i) I am too busy to go to the shops.

.....

ii) She does not want to take me with her.

.....

iii) She says I waste too much time.

.....

iv) There are many other customers in the shop.

.....

**b) Rewrite each of the following sentences in the
present tense (today):**

i) She was loading the groceries into the boot of the
car.

.....

ii) She liked to go shopping.

.....

iii) I had finished my shopping at last.

.....

iv) He will unpack the car.

.....

c) Write each of the following sentences in the past tense (yesterday):

i) I shall go out to the café.

.....

ii) I will see you at the shops.

.....

iii) We will go to the till.

.....

iv) I like the sweets best.

.....

Activity 2

To read and solve puzzles [LO 3.5.3]

LET’S GO SHOPPING

a) Let's go to the following shops and see what they offer us to buy. Find the words in the puzzles and draw a line around each of them. Write your answers neatly in the space provided.

TOYSHOP GREEN GROCER

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

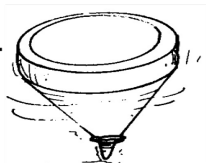
.....

.....

THE TOY SHOP

M	O		T		O		P		Y	
A	E		E		T		O		O	
R	S		D		B		A		Y	
B	D		D		O		C		O	
L	O		Y		T		O		P	
E	L		B		E		O		L	
S	L		E		C		Y		D	
E	C		A		M		E		S	
S	G		R		R		A		E	

t _ _



t _ _ b _ _



ma _ b _ _ s



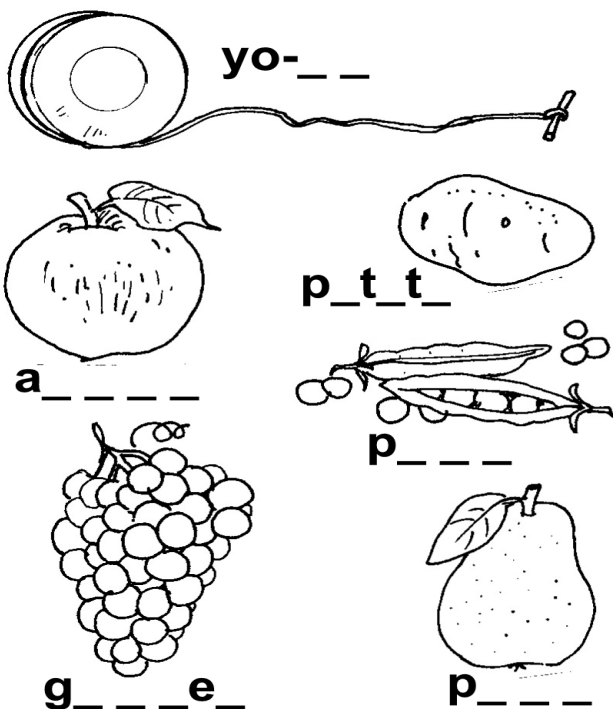
d _ l _



g _ _ _ s

THE GREENGROCERY SHOP

R	B	I	M	S	T	A	P
O	A	C	E	T	O	C	O
C	P	E	C	O	P	A	T
C	P	D	R	S	P	R	A
O	L	I	P	E	A	O	T
L	E	S	A	I	T	A	O
I	N	A	N	A	E	T	P
B	A	E	M	N	S	A	E
R	A		P	E	E	P	A
O	R	A	N	G	E	E	S



Activity 3

To understand and use singular and plural forms of nouns [LO 6.4.1, 6.4.2, 6.4.3]

MORE THAN ONE (PLURAL)

a) Before Mother goes to do shopping she makes a list of everything she needs to buy. Some of these items have plurals (e.g. shirt – shirts), some are already written as plurals (trousers) and others do not have plurals (e.g. sugar). Write down the plurals

of only those items that have plurals in the column on the right.

Soap Carrot

Tomato Toothpaste

Milk Cloth

Apple Scissors

Toilet Paper Pencil

Potato Eggs

Assessment

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.5 reads for pleasure and information;

3.5.3 reads and solves puzzles.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.2 uses the tenses introduced in the Foundation Phase to communicate orally and in writing, e.g.:

6.2.1 simple present tense.

6.2.4 simple past tense;

6.2.5 simple future tense;

6.4 understands and uses singular and plural forms of nouns:

6.4.1 ordinary nouns.

6.4.2 nouns which do not have plurals;

6.4.3 nouns which only have plurals.

Memorandum

Activity 1 Plurals

- a) (i) I shall be too busy to go to the shops.
- (ii) She will not want to take me with her.
- (iii) She says I shall waste too much time.
- (iv) There will be many other customers in the shop.
- b) (i) She is loading the groceries into the boot of the car.
- (ii) She likes to go shopping.
- (iii) I have finished my shopping at last.
- (iv) He is unpacking the car.
- c) (i) I went out to the café
- (ii) I saw you at the shops.
- (iii) We went to the till.
- (iv) I liked the sweets best.

Activity 2

- top; marbles; teddy bear; doll; games; yo-yo

- apple; potato; peas; grapes; pear; orange

Activity 3

More than one

- soap; tomatoes; milk; apples; toilet paper;
potatoes; carrots; toothpaste; cloths; scissors;
pencils; eggs

Let's play shop

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

SHOPPING AND SPENDING

Module 19

LET'S PLAY SHOP

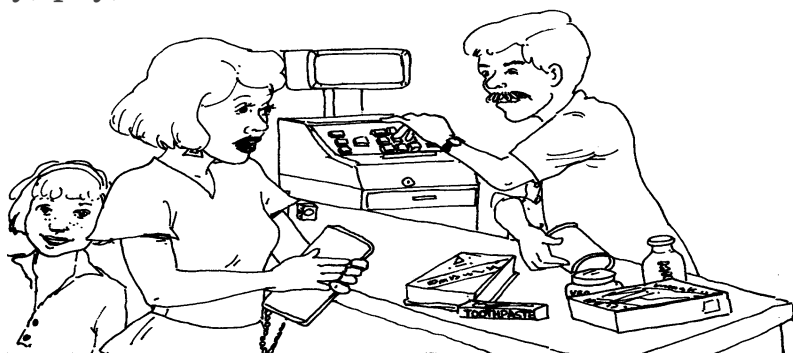
Activity 1

To fill in missing words in a written summary
[LO 3.3.5]

CLOSE EXERCISE

a) Read through the passage once. Then try to fill in all the **ACTIONS** that have been left out. Choose doing words from the list in the box.

sells, see, come, are, is, stands, packs, want, give, buy, pay, are



Do youthe man....
behind
the
counter?
He

.....called the
shopkeeper.

He
behind the counter and Mary things.....
Mother

.....into the things.

They the.....
shopkeeper
for the
things
they

.....and....
sometimes
he has to

them change.
.....many.....

There
kinds of
food,
clothing
and other
items in
the shop.

They
kept inbottles,....
tins or
bags.
Mary's
mother

.....their.....

shopping
in the car.

Activity 2

To design a simple poster [LO 4.4.1]

To create and perform simple play scripts [LO 2.4.2]

LET'S PLAY SHOP

a) Work in pairs. Choose a shop from the list below and design a poster to advertise your shop or an item/items in your shop. Remember to give your shop a suitable name.

IDEAS FOR SHOPS:

Chemist	Clothing shop	Toyshop	Sweet shop
Bakery	Shoe shop	Jeweller	Health shop
Florist	Bookshop	Furniture shop	Pet shop

b) Prepare a television advertisement for your shop or an item in your shop.

Assessment

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

- uses additional language creatively:

2.4.2 creates and performs simple play scripts.

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional

values in texts.

Assessment Standard

We know this when the learner:

3.3 reads for information:

3.3.5 summarises a paragraph with support (e.g. fills in missing words in written summary).

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.4 designs media texts:

4.4.1 designs a simple poster and / or notice.

Memorandum

Close exercise

see; is; stands; sells; come; buy; pay; want; give; are;
are; packs

At the shopping centre

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

SHOPPING AND SPENDING

Module 20

AT THE SHOPPING CENTRE

Activity 1

To write lists with headings [LO 4.1.2]

SHOPPING CENTRE

a) You are going to the shopping centre. You have a shopping list with everything you must buy. You will have to go to many different shops. List your items under different shop names according to where you will buy them.

Shopping list

Marmite..... mince

birthday card cough mixture

sausages envelopes

air ticket electric plug

screws and nails magazine

plasters bread

oranges puzzle for Mark's
birthday

carrot cake rice

bananas kite

bunch of roses a cd of the latest

idol

newspaper pencil

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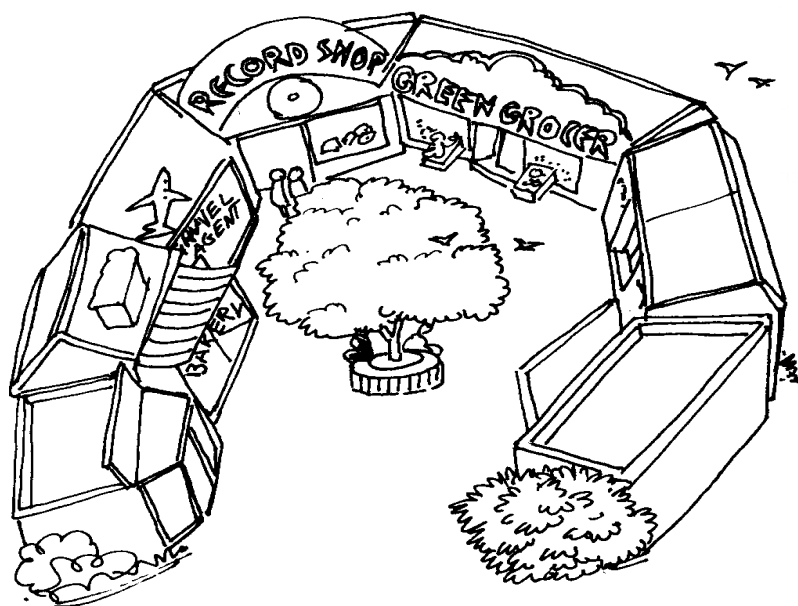
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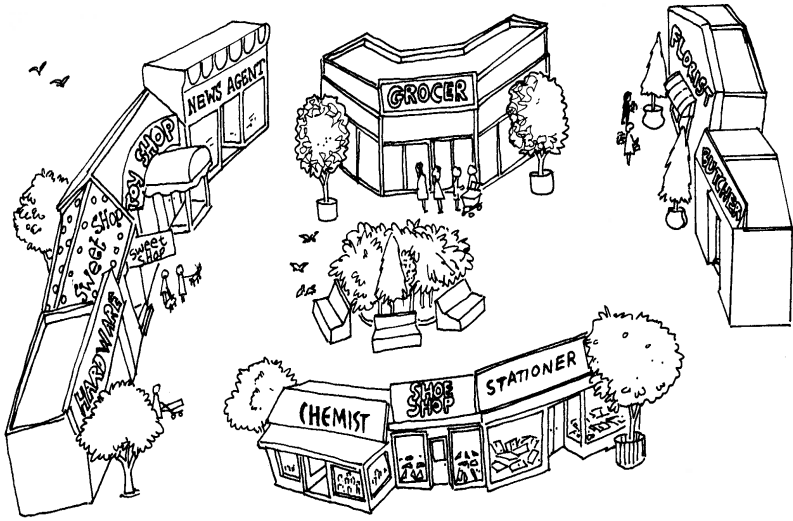
.....

b) Number the shops in the order that you will visit them. Do not go past a shop more than once.

--	--	--

SHOP	NUMBER
Record Shop	
Greengrocer	
Hardware	
Chemist	
News Agent	
Florist	
Toy Shop	
Grocer	
Bakery	
Stationer	
Butchery	
Travel Agent	





Activity 2

To understand in a simple way some elements of stories [LO 3.1.1, 3.1.2]

To role play a familiar situation [LO 2.2.1]

POETRY

My mother and I
go shopping to buy
the food that we eat
and things that we need

We put tins in the trolley
a bottle and a box
my sister wants a lolly
and I need new socks
Mum says that vitamins
are good for my health
but I am tempted
by the very last shelf
Wrapped in bright coloured paper
are chocolates and sweets
I want to eat all
My, what a feast!
A.V.

a) Match the words in column A to its rhyming partner in column B

A ANSWERS B

--

b) Choose a suitable name for the poem from the following: (Tick your choice):

Buying Sweets	The Shop	Going Shopping with Mum
Buying Lollies	Buying Socks	

c) Think up names for the following:

The Shop	.....
The Mother	.....
The Sister	.....
The Poet	.....

d) Divide into groups of four. Choose characters from the following list: Parent, shopkeeper, son, daughter, and another customer. Plan a role-play with dialogue. Ensure that each character has at least four sentences to say. Practise your play until

you know it well. Present it to the class.

Assessment

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.2 acts in culturally appropriate ways:

- role-plays some familiar situations (e.g. giving directions).

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.1 understands in a simple way some elements of stories:

3.1.1 title (e.g. chooses the best title from alternatives and gives reasons);

3.1.2 characters (e.g. thinks of appropriate names for unnamed characters).

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes to communicate information:

- writes lists with headings.

Memorandum

Activity 1(a) Shopping centre

--	--	--	--	--

HARDWARE	TOYSHOP	NEWS AGENT
SCREWS AND	PUZZLEKITE	MAGAZINENEWS PAPER
NAILSELECTRIC		
PLUG		
CHEMIST	STATIONER	GROCER
COUGH	ENVELOPESPENNY	MARMITERICE
MIXTUREPLASTERS		
FLOPST	BUTCHER	RECORD SHOP
BUNCH OF	MINCESAUSAGESCD	
ROSES		
BAKERY	TRAVEL AGENT	GREEN GROCER
BREADCARROT	AIR TICKET	ORANGESBANANAS
CAKE		

(b)

Activity 2 (a) Poetry

I	BUY
Trolley	LOLLY

Box		SOCKS
Health		SHELF
Sweets		FEAST

(b)

Going Shopping with Mum

Shops and jobs

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

SHOPPING AND SPENDING

Module 21

SHOPS AND JOBS

Activity 1

To classify things according to criteria [LO 5.2.3]

A WHO IS WHO AND WHERE DO I GO?

a) First number the shops that you think are the most important in town from 1-10. Then discuss in your groups in which order you would list them.

MY VOTE GROUP'S VOTE

Chemist

Café

Electrician

Bakery

Stationer

Greengrocer's

Florist

Butchery

Furniture shop

Hairdresser

[missing_resource: places%20where%20we%20buy.png]

b) We buy sugar at the supermarket. Name the places where we ...

buy bread A K E B Y R

buy tomatoes E R R G O C R E G E N
.....

buy medicine H E C I M T S

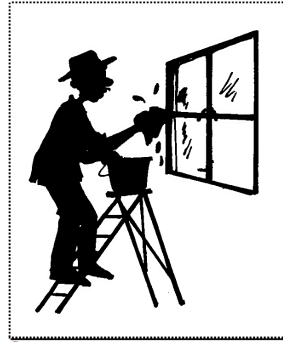
buy meat C T B E H Y R

watch a film C M N I A E

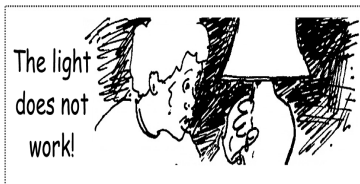
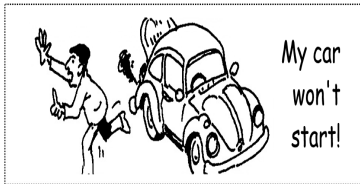
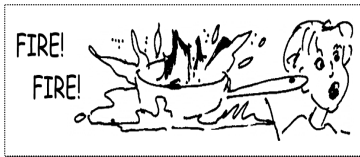
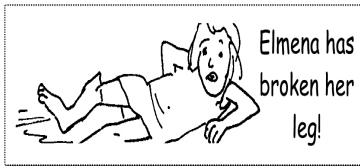
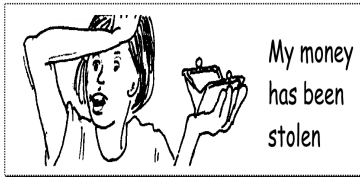
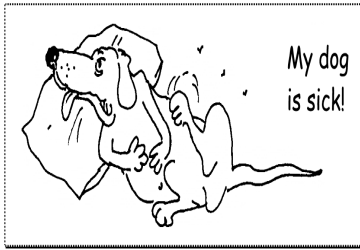
buy flowers R I F S T O L

catch a train A I O T S T

c) Look at the shadows below and write down what each person's job is. Look at the clues.



d) Help! These people have problems. What services do they need? Choose your answers from the block at the bottom of the page and write it next to the appropriate picture.



the police; the electrician; the doctor; an ambulance;

the vet (the veterinary surgeon); the garage; the fire brigade

Assessment

LEARNING OUTCOME 5: THINKING AND REASONING

The learner will be able to use language to think and reason, and access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.2 uses language for thinking:

5.2.3 classifies things according to criteria.

Memorandum

Activity 1

--	--	--

buy bread	BAKERY
buy tomatoes	GREEN GROCER
buy medicine	CHEMIST
buy meat	BUTCHERY
watch a film	CINEMA
buy flowers	FLORIST
catch a train	STATION

WAITRESS; WINDOW CLEANER; TRAFFIC
WARDEN; NURSE; CHEF;

VET; POLICE; AMBULANCE; FIRE BRIGADE;
GARAGE; ELECTRICIAN.

In the park

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

SHOPPING AND SPENDING

Module 22

IN THE PARK

Activity 1

To understand and use modals [LO 6.3.2, 6.3.5, 6.3.7]

IN THE PARK

a) Six rules are being broken in this picture. The park keeper is going to tell the trespassers to stop breaking the rules or to leave the park. Write down what he says to each person.

Example: Sir, you should not drive your car in the park.

[missing_resource: in%20the%20park.png]

USE THE FOLLOWING WORDS IN YOUR SENTENCES

CAN'T	SHOULD NOT	MAY NOT
MUST NOT	CANNOT	NOT ALLOWED

.....
.....

.....
.....
.....
.....
.....
.....
.....

Activity 2

To understand oral instructions, directions and descriptions: to follow a route [LO 1.2.2]

PLAN OF A TOWN

a) Follow the directions your teacher gives you.
Mark your final destination with a red X. (See map on next page)

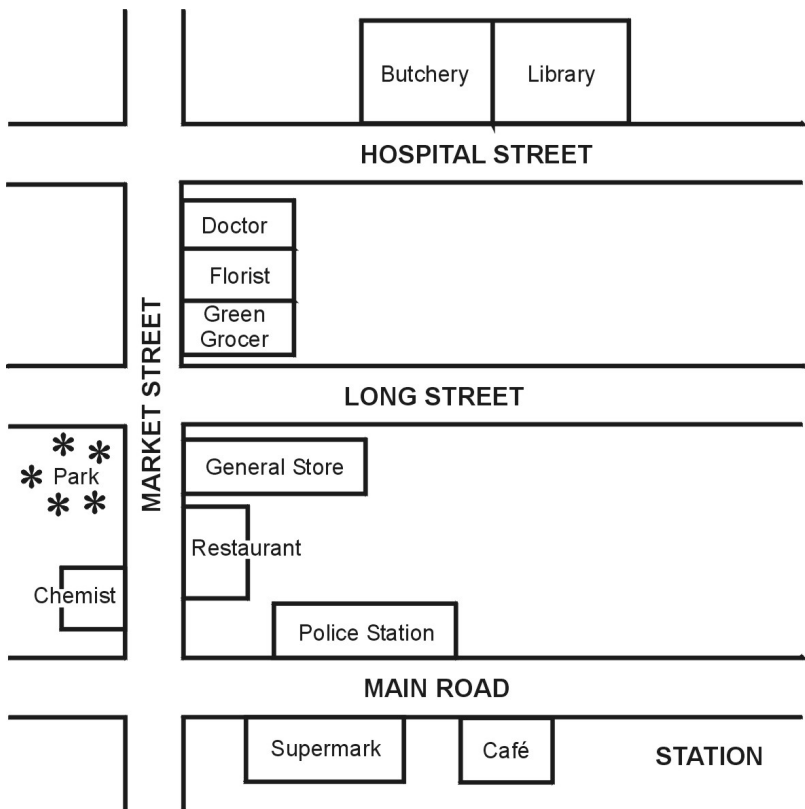
b) List all the buildings that you pass en route.

.....

.....

.....

.....



Assessment

LEARNING OUTCOME 1:LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

1.2 understands oral instructions, directions and descriptions:

1.2.2 listens to simple oral directions and follows a route or locates a place on a simple map or plan.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.3 understands and uses modals to express possibility, probability and necessity, e.g.:

6.3.2 I *can't* go to the party;

6.3.5 she *mustn't* go to the party;

6.3.7 eating too much *may* damage your health.

Memorandum

Activity 2

a) Following directions

- You are at the Station.
- Turn left into Main Road. Pass the Café, Supermarket and Police Station.
- Turn Right into Market Street. Pass the Chemist and Restaurant.
- Continue past the Park and General Store.
- Cross Long Street. Pass the Green Grocer, Florist and Doctor.
- Turn Right into Hospital Street. Pass the Butcher.
- The next building is your destination.

b) Answers:

DESTINATION: Library

BUILDINGS EN ROUTE: Supermarket; Police

Station; Station; Café; Hotel; Chemist; Restaurant;
General Store; Florist; Doctor; Butchery; Green
Grocer

A visit to the restaurant

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

SHOPPING AND SPENDING

Module 23

A VISIT TO THE RESTAURANT

Activity 1

To use tenses to communicate in writing: Past Tense [LO 6.2.4]

WAS AND WERE

a) Form your own sentences with the help of the table and write them down on the next page.

IYouThe boysSalomé and Thandi	waswere WeThembi	buying some sweets.visiting the
-------------------------------------	---------------------	---------------------------------------

doctor.visiting
the
library.buying
some
meat.going
to church.

1)

.....

2)

.....

3)

.....

4)

.....

5)

.....

Activity 2

A VISIT TO THE RESTAURANT

a) Use any six of the words on the menu in sentences. Write your sentences below.

(i)

-
1.
 2.
 3.
 4.

b) Find all the words written on the menu and on the jug in the picture, which are hidden in the word search puzzle. Circle them.

[missing_resource: we%20visit%20the%20-restaurant.png]

Activity 3

To understand and use some question form [LO 6.1]

WHAT'S THE QUESTION

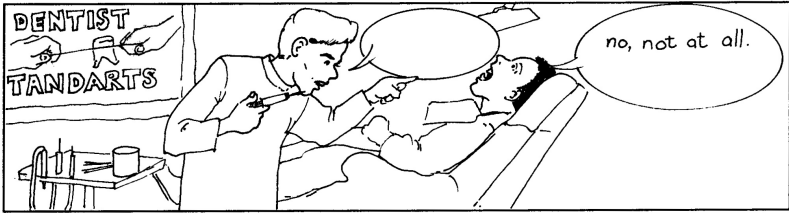
In each picture someone gives an answer. Now write down what you think the question was in each case. Share your ideas with the rest of the class.

[missing_resource: post%20office.png]

a)

.....

.....



b)

.....

.....

[missing_resource: eating%20-in%20-
restaurant.png]

c)

.....

.....

[missing_resource: the%20-toy%20-shop.png]

d)

.....

.....

[missing_resource: the%20-grocery%20-shop.png]

e)

.....

.....

Assessment

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.5 uses developing knowledge of language structure:

4.5.1 writes paragraphs with the support of a 'frame' or structure.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.1 understands and uses some question forms, such as 'Why didn't ...?', 'Have you ever ...?', 'Do you think ...?'

6.2 uses the tenses introduced in the Foundation Phase to communicate orally and in writing, e.g.:

6.2.4 simple past tense.

Memorandum

Activity 1 Was and Were

a) 1. I was buying some sweets.

2. You were visiting the doctor.

3. The boys were visiting the library.
4. Salomé was buying some meat.
5. We were going to school.
6. Thembi and Thandi were at the shops.

Spelling

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

SHOPPING AND SPENDING

Module 24

SPELLING

Activity 1

To spell familiar words correctly [LO 4.5.2]

SPELLING

a) Words ending in -nd and -nt

	Yesterday I	send
	
	to town.	
	I am	went
	
	of going	
	shopping with	
	my mother.	
	I will	fond
	
	my grandfather a	
	letter.	

b) Words with gr-

	At the shoe shop	great

I bought

.....

shoes.

At Riteshop you grey

can get

.....

bargains.

At the end of group

each month

Mother buys the

.....

When we walk to groceries

town we walk in

a

and not alone

c) Words with cl-

If you own a client

shop, remember

to always keep

it.

The owner of the closed

shop is busy

helping a

.....

Always be wary—clean
of a
salesman.

d) Choose the correct word within brackets

The grocer shop is always
very (cleen, clean, kleen).

e) Crossword puzzle

Fill in the answers according to the clues

most shops are				
3. I shall	.....	you to buy		
		bread.		
5. We bought	.....	trousers for		
		school.		

Assessment

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.5 uses developing knowledge of language structure:

4.5.2 spells familiar words correctly.

Memorandum

Spelling

- a) went; fond; send
- b) grey; great; groceries; group
- c) clean; client; closed; clever
- d) send; grey; clean

Crossword puzzle

b)

1. groceries
2. closed
3. send
4. group
5. grey
6. fond
7. went

Beethoven

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

THE WORLD OF MUSIC

Module 25

BEETHOVEN

Activity 1

To answer literal questions [LO 1.1.1]

To discuss ethical and social issues [LO 1.1.4]

To retell the story in the right sequence [LO 1.1.5]

Beethoven

Listen to a true story about Ludwig van Beethoven and complete the activities below.

1. Read the statements and decide if they are true or false.



Tick the column that you choose.

--	--	--	--	--

STATEMENTS	TRUE	FALSE
Ludwig composed classical music.		
Ludwig was French.		
When he was still a child, he was forced to play music in the middle of the night.		
Ludwig loved music.		
His father was his only teacher.		
His father was very kind to him.		
Ludwig was nine years old when his first piece was published.		
Ludwig looked very sweet and friendly.		
He lost all interest in music when he became deaf.		
Ludwig was the best pianist in		

Europe at that time.

Ludwig became deaf when he was sixty-one year's old.

The rules about classical music were set in stone.

2. Discuss the following questions in your groups and then write your own ideas down in the space provided.

i) What type of person do you think Ludwig van Beethoven was?

.....

ii) How would you feel if you became deaf today?

.....

.....

iii) What do you think of Ludwig's father?

.....

.....

iv) How should mothers and fathers treat their

children?

.....

.....

Revise the story as a group. Now retell it to the class in your own words.

Activity 2

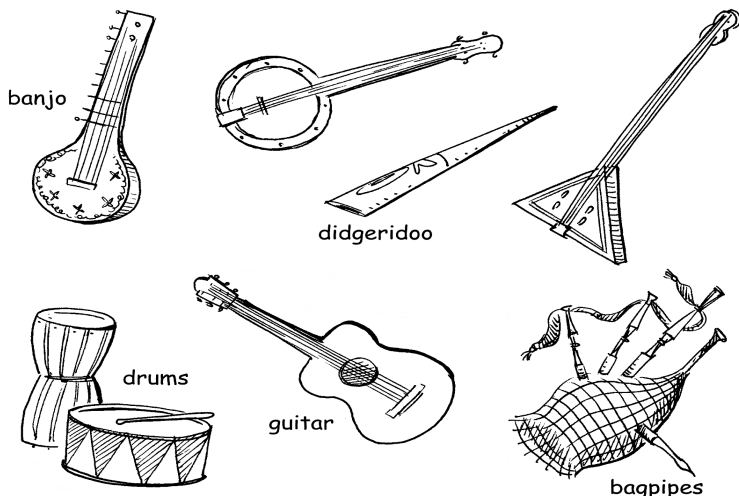
To describe people, objects and simple processes
[LO 2.3.3]

FOLK MUSIC

Actually, classical music is music that was composed between 1750 and 1830, but today any serious, more permanent music than popular or light music is called “classical” music. At concerts this kind of music is usually played by a symphony orchestra, that is, a team of musicians playing together.

Classical music is only one kind of music. There are many different styles of music today. Long ago, people did not have television or radio, so they had fun by getting together and singing and dancing. The music they made was called ‘folk music’. It was music that belonged to a specific country or group of people in a country - their traditional music. The

old people taught their songs and dances to their children who in turn passed it on to their children. Folk instruments were usually cheap and easy to carry. Here are some sketches of folk instruments:



1. Here is a list of some of the instruments shown above. Next to it is a list of the countries in which they are played. Match up the instrument with its country. You may have to use a dictionary.

Didgeridoo South Africa

Balalaika North India

Guitar West Africa

Sitar Australia

Marimba Spain

Concertina Russia

Instrument Country

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Prepare a talk at home on one of the above instruments. Tell the class about the nation who plays the instrument as well as something about the country where the instrument is played.

Assessment

LEARNING OUTCOME 1: LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

1.1 understands stories (told or read to learners):

1.1.1 answers literal questions.

1.1.4 discusses ethical and social issues, code switching if necessary;

- retells the story in the right sequence.

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

- uses additional language to communicate information:

2.3.3 describes people, objects and simple processes.

Memorandum

Read the following passage, twice to your learners.

Explain words that they do not know and give special attention to metaphorical language e.g. “rules ...set in stone” / brooding eyes/ fiery nature.

Give some background information concerning composing and publishing music, and also what it was like to be a musician in Europe at that time (most were poor, needed a patron, etc.)

Vocabulary: Use some of the words to expand their vocabulary. Explain the words and place/use them in context (in sentences).

Find some of Beethoven’s most well known music and play it in class. Encourage an interest in music other than the kind they listen to most.

Answers: 1. T; F; T; T; F; F; T; F; F; T; F; T

1. Use your discretion to assess the learner's ability.

Many years ago, there was a very talented young boy called Ludwig van Beethoven. He was born in the city of Bonn in Germany in 1770. His father, who was a musician, was a very violent man. He often came home drunk, and would pull Ludwig out of bed at all hours and beat music lessons into the sleepy boy's head, or force him to play music for his drunk friends.

One would think that this would make Ludwig hate music, but it didn't. Instead, he loved it more each day. Because he was so good at music, he studied with other teachers besides his father and he soon became quite famous. He was only nine years old when one of his first pieces was published.

It wasn't only his wonderful talent that made people notice him; he also looked quite unusual with his wild hair and brooding eyes. In Europe, at the time, there was no better pianist. Audiences loved his brilliant performances.

Besides giving concerts in the great cities in Europe, he wrote music day and night. He made enough money to be his own boss, unlike many other musicians of his time.

However, when he was 31 years old, he was faced by what seemed to be the greatest tragedy that

could happen to a musician: he realised that he was becoming deaf! For a composer and pianist as great as Beethoven, this was almost a death sentence! However, true to his fiery and determined nature, he saw it as a challenge to be overcome, and he wrote to a friend: “It will not conquer me! Oh, how beautiful it is to live!”

Beethoven wrote some of his most beautiful and famous works late in his life, when he was already quite deaf.

He changed classical music by breaking many rules, which had been set in stone for centuries. To this day, he influences composers. His music is the most powerful and important body of work put together by one composer

Activity 2

Make sure that learners understand what it is. Class participation must be optimised. Suggest that they bring music or pictures or anecdotes about the songs that they hear at home from older generation.

Explain the concept “down the generations”. Listen to some folk music. The history of slavery could be incorporated here, and class should listen to blues and jazz for an understanding of how it originated. Try to bring instruments to school, or pictures, e.g. didgeridoo (Australian aborigine). Link up with other Learning Areas (e.g. History and Geography).

Answers

--	--	--

Didgeridoo	Balalaika	Guitar	Australia
Sitar	Marimba	Concertina	RussiaSpainNorth IndiaWest AfricaSouth Africa

Words and sound

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

THE WORLD OF MUSIC

Module 26

WORDS AND SOUND

Activity 1

To resist name calling of any kind [LO 2.5.1]

ROLE- PLAY

1. Sometimes people label certain groups of people and call them names. People who like Boeremusiek, for example, are sometimes called “rock spiders”. There are many more examples. Is this fair? What do you think about labelling people like this?

Split up into groups and plan a play. Although the play is about *Name-calling*, the message to the class must be that it is wrong to call people nasty names. You may use a true experience.

Activity 2

To understand rhyme [LO 3.2.1]

To understand words that begin with the same sound [LO 3.2.2]

To understand words which imitate their sound [LO 3.2.3]

1. Read the following poem aloud and listen carefully to the sounds of the words:

The castanets

The swishing skirts

The throbbing beat

The tapping feet

The moon so high

The stars so bright

The gypsies dance and sing tonight.

Flamenco!



2. Look up the following words in your dictionary and, in your own words, write down what they mean:

flamenco

.....

castanets

.....

swish

.....

gypsy

.....

3. In which country do you think this scene is set?

This scene is probably set in

.....

4. Which words in the poem rhyme?

a) rhymes with

.....

b) rhymes with

.....

5. Did you notice that the word “swishing” copies the sound made by the skirts? Find two more words – in the poem - that copy (imitate) sound.

a) imitates

.....

1. imitates
.....

6. Can you make up a word to imitate the sounds
that the castanets might make?

.....

Assessment

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively
in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.5 shows awareness of the way language constructs
knowledge and identity and positions people:

2.5.1 resists name-calling of any kind (e.g. cruel
names, racist names, xenophobic names).

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.2 understands, in a very simple way, some elements of poetry:

3.2.1 rhyme;

3.2.2 words which begin with the same sound (e.g. “Naughty Nomsa never listens.”)

3.2.3 words that imitate their sound (e.g. swish, swish).

Memorandum

Activity 1

This is a sensitive issue. Have a class discussion

about different types of name calling and the cruelty thereof.

In the first little poem, emphasis should be placed on the repetition of patterns, some onomatopoeia and also a little vocabulary. Explain what gypsies are. This is a good time to introduce the idea of labelling (e.g. all gypsies steal and one must avoid them, etc.). Also some geography: where are gypsies found? Pupils could dress as gypsies and listen to flamenco music. Find pictures of gypsies and their caravans, etc.

Activity 2

2. Flamenco - fast and exciting Spanish dancing and music

Castanets - a musical instrument made from 2 shells of hard

wood fastened to the thumb by a string and

played by being knocked together by the fingers.

Swish - to cut through the air making a sharp noise.

Gypsy - a member of a people who live in caravans and

wander from place to place.

3. Spain

4. a) Beat – feet

b) bright – tonight

5. a) throbbing

b) tapping

6. use own discretion

The orchestra

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

THE WORLD OF MUSIC

Module 27

THE ORCHESTRA

Activity 1

To understand the layout and design of a poster or public notice [LO 3.4.1]

THE ORCHESTRA

- You will remember that the symphony orchestra was mentioned earlier on.
- Here is some interesting information about such an orchestra.
- Read the passage carefully.

The Symphony Orchestra

A large symphony orchestra may have over a hundred players. There are different sections in such an orchestra.

The string section has violins, violas and double basses. Have you ever seen the Soweto String Quartet playing on television? They play our national anthem, *Nkosi Sikelel' iAfrika*, very beautifully. Their instruments are stringed instruments.

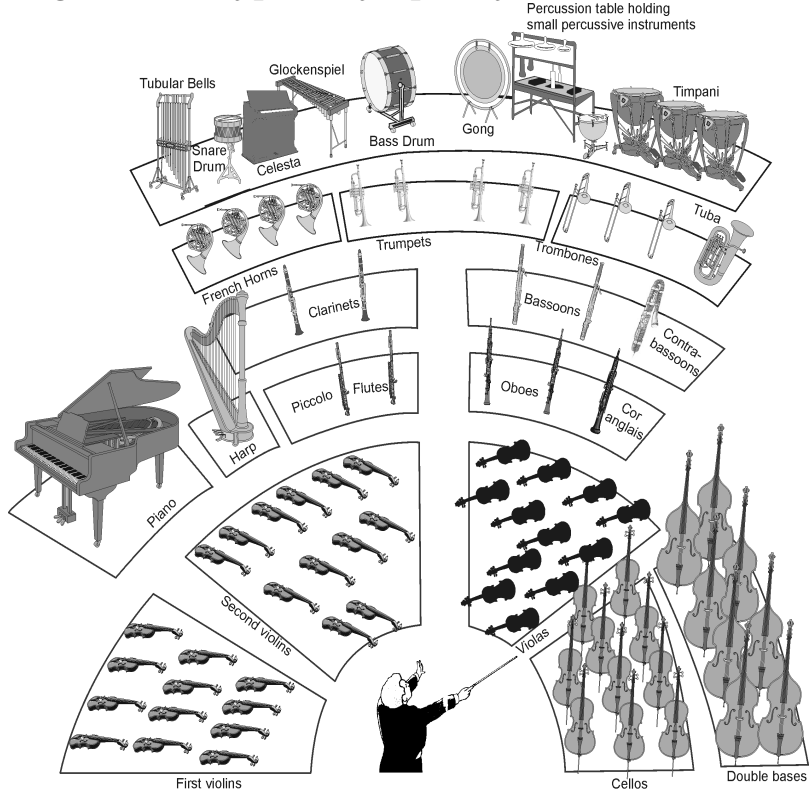
Then there is the woodwind section, with instruments like clarinets and flutes. The smallest instrument in this section is the piccolo. *Piccolo* is an Italian word meaning small.

The brass section has all the shiny instruments like trumpets and trombones. The huge tuba is also in this section.

Lastly, there is the percussion section where the loudest noises are made on instruments such as the drums, the gong, cymbals and so on. This is an interesting part of the orchestra, because there are many kinds of small instruments that make unusual noises.

The conductor usually uses a baton to conduct the orchestra. He keeps the beat and controls how the musicians play the music.

Look carefully at the diagram on the next page. It is a diagram of a typical **symphony orchestra**.



- You should have read the passage twice to make sure that you have picked up all the details.
- You should also have studied the diagram.
- This means that you should have understood the position of the different instruments and tried to work out WHY an orchestra is seated as it is.
- You could also imagine the sounds of the different instruments. Try to hear in your mind how sounds combine.
- Surely the size of the instruments also plays a part.

1. Now answer the questions, which follow.

a) How many sections are there in the orchestra?

There are sections in an orchestra.

b) Which section is the biggest?

The section is the biggest.

It has players.

c) Name the different kinds of instruments found in the brass section?

.....

.....
.....
.....
d) To which section does the piccolo belong?

The piccolo belongs to the
..... section.

e) In which section will you find the glockenspiel?

The glockenspiel is in the
..... section.

2. Study any poster that advertises a music concert and see if you can find all the information you would need if you wanted to go to the concert advertised on it.

1. When will the concert be held? (Date and Time)

It will be played on at
.....

1. Who will be performing?

The
will be performing.

1. Where will the concert be held?

It will be held at

.....

1. What is the price of the tickets?

The tickets cost for

.....

and for

.....

1. Where can I book tickets in advance?

I can book at

1. Do I have to book seats in advance? (Full sentence)

.....

.....

.....

1. How do you know?

I know because

.....

Assessment

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.4 reads media texts:

3.4.1 understands the layout and design of a poster or public notice.

Memorandum

Activity 1

1. a) Four

b) strings; 54

c) French horn; trumpet; trombone; tuba

1. Woodwind

e) Percussion

2. a) 26 September 2002; 19:30

b) Soweto String Quartet

1. Baxter Hall, UCT

d) R15 Adults; R5 scholars / Students

e) Computicket

f) No I do not.

g) They will be sold at the door.

Designing a CD cover

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

THE WORLD OF MUSIC

Module 28

DESIGNING A CD COVER

Activity 1

To write lists with headings [LO 4.1.2]

To express an opinion in writing [LO 4.1.5]

DIFFERENT TYPES OF MUSIC

As we have already said, there are many different kinds of music, not only classical. Each person has his or her own taste in music. Some prefer pop, others like rock, rhythm and blues, gospel, heavy metal, kwaito or reggae. Some people like a variety of styles.

1. Make a list of your favourite bands or groups or pop stars, and try to name the style of music as well. Start with your most favourite music and work your way down to the kind you like least.

Give each column in the list a heading.

.....

.....

.....

.....

.....

.....

.....

2. Listen to the following types of music in class: Classical, Jazz and Country. Write down what you think of the different types of music. Try to give reasons while you feel the way that you do.

.....

.....

.....

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.....

.....

.....

.....

Activity 2

To design media texts [LO 4.4.1]

A popular band/ singer is coming to town. Draw up

the whole media campaign:

1. Just the plan of the poster (not the poster itself!)

HEADING (Who /where):

Times and dates:

Where to buy tickets:

Colours to use:

Design in general

2. CD Cover.

2.1 Booklet that you fit into the sleeve of the CD

The cover of the CD that you will be selling has a front page, middle spread and a back page.

a) FRONT PAGE

Title of the record:

Recording artists/ band / conductor, etc.

Illustration:

b) MIDDLE SPREAD:

- This includes the title of each cut

- the name of each recording artist
- the name of the lyricist (the person who wrote the words)
- the name of the composer (of music) + date of composition. An illustration (in line with the picture on the front)

.....

.....

.....

.....

.....

.....

c) **BACK PAGE:** Something about the production of this CD (where and how it was made and by whom).

2.2 Back of the CD

- A repeat of c. above.
- Details of royalties and copyright. (This is whom to write to if you wish to copy the material).
- Details of the compiler of this disc, addresses of the printer and who was responsible for the overall design and cover.
- The price is in code.

3. The press release

- Exactly what you want the newspapers / magazines to print or the TV stations to say.
- You have been told that you can keep part of the proceeds of the sales and you are aiming to make money for a club at school.
- Try to be as original and creative as possible. Remember that the CD cover is folded.
- For ideas, look at CD covers and gain some inspiration.

FINALLY

- Once you have worked it all out, present your plans to the whole class.
- Vote on the group that you think has a plan that will work best.

Assessment

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of

factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes to communicate information:

4.1.2 writes lists with headings;

4.1.5 expresses an opinion in writing (e.g. whether a book was interesting or boring);

4.4 designs media texts:

4.4.1 designs a simple poster and / or notice.

Memorandum

Activity 1

Much of the assessment in this activity will be subjective. Discuss the criteria in detail with the learners prior to them beginning their tasks.

Variety is emphasised here. Listen to various kinds of music and discuss with learners. Make it

interesting by encouraging them to bring pictures/posters/music to class. Learners must be able to express an opinion and back it up by giving reasons.

Activity 2

Allow the learners time to plan their poster and to EXPLAIN how they intend doing it – and WHY.

The CD cover should be thoroughly done so that the learners understand just how much goes into producing a CD and that it is not cheap. Explain what the duties of the various people involved are.

There is tremendous scope here for career guidance at the same time!

The press release should be explained: The purpose of a press release and the effectiveness of this control. Perhaps negative and positive press can be explained here, in simple terms.

Writing poetry

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

THE WORLD OF MUSIC

Module 29

WRITING POETRY

Activity 1

To write a simple note or message [LO 4.2.1]

WRITING NOTES

1. Write a short note to your best friend about the concert you have just attended. Your favourite group/singer was performing. Include details such as where you went, who went with you, where you sat, how many people attended, the success of the concert – and why, etc.

This image shows a single sheet of white paper with ten evenly spaced horizontal dotted lines, typical of primary-ruled notebook paper. The lines are light gray and extend across the full width of the page. There are no margins, text, or other markings on the paper.

Activity 2

To do creative writing with words that imitate their sound and begin with the same sound [LO 4.3.1]

WRITING POETRY

1. Write a short poem about your favourite musician or group.

Try to use words that imitate the sound of the object you are writing about (e.g. the crashing cymbals; the whining guitar). This is called **onomatopoeia**. (What a word!) Look at the poem about the gypsies again and try to find some “sound-imitating” words. Also try to use **alliteration** (words next to or close to each other start with the same sound, e.g. Tiny Tim). Your educator will guide you.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 3

To use a wider range of punctuation [LO 4.5.3]

APOSTROPHES (and some other punctuation marks):

1. Rewrite the following passage into direct speech. Punctuate it properly by putting in the necessary apostrophes – and other punctuation marks. (Note that contractions can be used in spoken English - direct speech - but not in written English).

She told her mother, “ Peters violin is still packed in its case. All his friends instruments are out and ready to play. He hasnt listened to his educators

instructions. He doesnt really feel like practising today. Mary said that shed help him. His dads advice is always the same the more he practises the better hell become. Wasnt there an easier way

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 4

To understand and produce texts in other Learning Areas (Arts and Culture) [LO 5.1.3]

POP MUSIC

Popular (pop) music changes all the time, so with each new generation there are new styles of music. Here is a list of some of the styles, and the years in which they first started to become widely popular. (Note that the dates do not follow in time sequence.)

- A. Rock and roll1955
- B. Reggae1970
- C. The Blues1950
- D. Heavy Metal1960
- E. Gospel1947
- F. Rap, Scratch and Hip Hop1980
- G. House Music1988
- H. Kwaito1995

1. You have probably learnt what a time-line is (in History). Use the information given above to draw up a time-line. Use the letters A – H to represent the type of music on your timeline. The first one has been done for you.

TIMELINE

E																			
1947																			

Assessment

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

- writes for social purposes:

4.2.1 writes a simple note or message;

4.3 writes creatively:

4.3.1 uses some techniques for creative writing: repeating the same structure to create a poetic rhythm and pattern;

4.5 uses developing knowledge of language structure:

4.5.3 begins to use a wider range of punctuation (e.g. apostrophes).

LEARNING OUTCOME 5: THINKING AND REASONING

The learner will be able to use language to think and reason, and access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.1 uses language across the curriculum:

5.1.3 understands and produces texts used in other Learning Areas (e.g. a timeline).

Memorandum

Activity 1

Address xxxxxxxx Date xxxxxxxx Dear...

Introduction. Body of note/letter. Conclusion. Kind regards / Yours Sincerely Name Teach the basic structure of a letter.

Activity 2

Discuss aspects of poetry such as metre, rhyme, poetic devices such as alliteration, assonance, simile, metaphor, etc.

Punctuation: Why is it necessary? Makes meaning clear, enhances mood/register, etc. Show how different ways of punctuating a sentence can change its meaning.

Activity 3

Teach the rules for contracting words.

- e.g. did not = didn't (the ' replaces the missing letters)
- e.g. Peter's ball... (the ' shows that the subject is not a plural, but is showing ownership.)

Activity 4

Time line: link up with other learning area (History)
– explain what a time line is, if necessary.

TIMELINE

E	C		A		D		B		F		C		H	
1947	1950		1955		1960		1970		1980		1983		1995	

Kwaito

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

THE WORLD OF MUSIC

Module 30

KWAITO

Activity 1

To answer and begin to ask some more complex questions [LO 5.2.1]

KWAITO

1. Read the paragraph on the following page carefully, twice. Now, write questions that start with the following words:

1.1 Which is

.....

.....

.....

1.2 How do you think

.....

.....

.....

1.3 Where will

.....

.....

.....

1.4 Where does

.....

.....

.....

1.5 What does

.....

.....

.....

1.6 Who

.....

.....

.....

You now have a picture of some of the oldest pop music, as well as some of the latest. One of the very latest forms of music is kwaito. It is South African pop music. It is a mixture of South African disco music, hip-hop, reggae, R&B and house music. It has a very strong beat, and the words (called lyrics) are chanted, not sung. Although it has its roots in the townships, it is not only a black African style. A white Afrikaans boy, Francois Henning, is one of South Africa's most famous kwaito artists. His stage name is "Legowa" (Sesotho for "White Man"). It is also said that kwaito got its name from the Afrikaans word "kwaai", meaning great or hot. If you hear music with a heavy beat pumping from a

taxi, you can be sure it is kwaito.

Activity 2

To identify similarities and differences between things [LO 5.2.4]

SIMILARITIES AND DIFFERENCES

1. The violin, viola, cello and bass all belong to the same family of instruments because they are similar, but they are not the same. Using the key words below, name as many similarities as well as differences between these four instruments. Use the diagrams as well as the information provided.

A **violin** is a stringed instrument that is played with a bow. Several other instruments are similar to the violin. They are considered members of the violin family.

A violin is a special kind of box that amplifies (makes louder) the sound of the strings stretched across it. The violin has four strings. The strings are attached to pegs set in the head. The player tightens the strings with these pegs to tune them to the correct notes.

The violin is usually played with a bow. The bow is a curved stick about 69 centimetres long that has a

flat ribbon of hair attached to it. This ribbon consists of more than 150 horsehairs.

To play the violin, the player tucks the end of the violin between the chin and the left shoulder. The bow is held in the player's right hand.

The player can also pluck the strings with the fingers, a form of violin playing that is known as pizzicato.

A **viola** is a stringed musical instrument that resembles a large violin. The viola plays lower notes than the violin. Like the other members of the violin family, the viola has four strings and is played with a bow. The instrument produces a distinctive rich, velvety sound. The viola is played in the same manner as the violin.

A **cello** is a stringed musical instrument of the violin family that is played with a bow. It is also called violoncello. The cello is shaped like a violin but is much larger. The cello measures about 1,2 meters long and about 0,5 meters across its widest part. It has four strings. The cello, supported by an endpin, is held between the knees in an upright position.

A **bass** is a stringed musical instrument. It is the largest and lowest-pitched member of the violin family. It is also called the bass violin, contrabass, or double bass. A bass measures about 1,8 meters long. Most basses have four strings. The player's

right hand plucks the strings or uses a bow. The left hand sets the pitch by pressing the strings against the fingerboard.

strings, bow, endpin, chin, size, sound, upright, knees, shape, plucked

SIMILARITIES

They all have...

They are all...

They can all...

.....

.....

.....

.....

.....

DIFFERENCES

The ... do not have...

The ... are played...

The ... have an ...

The ... are positioned ...

.....

.....

.....

.....

.....

Assessment

LEARNING OUTCOME 5: THINKING AND REASONING

The learner will able to use language to think and reason, and access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.2 uses language for thinking:

5.2.1 answers and begins to ask some more complex questions (e.g. “Why...?” “How do you think...?”);

5.2.4 identifies similarities and differences between things (e.g. between a helicopter and an aeroplane).

Memorandum

Activity 1

Possible Answers:

- a) Which is one of the latest forms of music?
- b) How do you think the word Kwaito originates?
- c) Where will you hear a heavy beat pumping?
- d) Where does Kwaito have its roots?
- e) What does Legowa mean?
- f) Who is one of South Africa’s most famous Kwaito artists?

Activity 2

Possible Answers

- They all have four strings.
- They are all played with a bow.
- They can all be plucked.
- They all have the same shape.
- The violin and viola do not have an endpin.
- The cello and bass are held upright.
- The violin and viola are positioned under the chin.
- The bigger the instrument the deeper / lower its sound.
- They vary in size.
- The cello is held between the knees.

Understanding sentences

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

THE WORLD OF MUSIC

Module 31

UNDERSTANDING SENTENCES

Activity 1

To analyse simple sentences [LO 6.5.2]

UNDERSTANDING SENTENCES

1. Use the following questions to help you write good , FULL sentences, using “Yes, . . . “ or “No, . . .”

1.1 Have you ever heard a song by the band called Alien Ant Farm?

.....

.....

1.2 Did Ludwig van Beethoven like his father very much?

.....

.....

1.3 Do you think your grandmother likes heavy metal music?

.....

.....

1.4 Are there any piano players in your class?

.....

.....

1.5 Have you heard any songs by Baba Maal?

.....

.....

1.6 Did you know that he comes from Senegal?

.....

.....

1.7 Do you know how to play the piano?

.....

.....

Something about Sentences

You have just written seven sentences. In every sentence there must be at least one main verb. Look at the following examples:

Jimmy Dlodlu **plays** the guitar.

Brittney Spears **wears** interesting clothes.

In these sentences the main verbs (“doing” words) are in bold.

2. Write down the main verbs from each of your sentences above.

2.1

.....

.....

2.2

.....

.....

2.3

.....

.....

2.4

.....

.....

2.5

.....

.....

2.6

.....

.....

.....

.....

1. Underline the verbs in the following sentences.
Some of the sentences have two verbs.

1.1 Mary bought tickets for the concert.

1.2 She invited Lindi as well.

1.3 Mary and Lindi travelled there by car.

1.4 They sat in the second row.

1.5 The audience clapped as the concert started.

1.6 The curtains opened slowly.

1.7 The band played loudly.

1.8 Everyone enjoyed the show.

If you look carefully, you will see that somebody or something does the action. The word for the person or thing that does the action, is called *the subject*.
We can break up a sentence into its parts:

Jimmy Dlodlu / **plays** / the guitar.

Brittney Spears / **wears** / interesting clothes.

It is quite easy. All you do is find the verb, and ask: Who or what does it? The answer is the subject.

Jimmy Dlodlu = the **subject** of “plays”.

Brittney Spears = the **subject** of “wears”.

The subject is always a person or thing (a noun).

4. Now write down the verbs that you underlined in the above sentences in one column and its subject in the next column.

	VERB	SUBJECT
1.1
1.2
1.3
1.4
1.5
1.6
1.7
1.8

Assessment

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.5 understands simple sentence structure;

6.5.2 analyses simple sentences (e.g. “Bongi/always/goes to school.”).

Memorandum

Activity 1

The answers to questions must contribute to consolidating certain basic constructions: Have you ever? No, I have never ...

Possible Answers:

1. a) No, I have never heard a song by the Alien Ant Farm.

b) No, Ludwig van Beethoven did not like his father very much.

c) No, I do not think that my grandmother likes heavy metal music.

d) Yes, there are piano players in my class.

e) No, I have not heard songs by Baba Maal.

f) No, I did not know that he comes from Senegal.

g) No, I do not know how to play the piano.

In the beginning

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

WHAT A WONDERFUL WORLD

Module 32

IN THE BEGINNING

Activity 1

To read for pleasure and information [LO 3.5]

LISTENING

One of the greatest jazz songs of the 1960s was the hit song by the American jazz trumpeter Louis Armstrong. It is called “What a wonderful world”. Listen to some of the lyrics:

I see trees of green, red roses too

I see them bloom for me and you

And I think to myself, what a wonderful world

I see skies of blue and clouds of white

The bright blessed day, the dark sacred night

And I think to myself, what a wonderful world

(George Weiss / Bob Thiele)Reference: <http://www.mathematik.uni-ulm.de/paul/lyrics/louisa~1/whataw~html>

Read the following passages and answer the questions that follow:

The Beginning

All people on earth want to know where they came from. How did it all begin? Different cultures have

different stories to explain their existence on Planet Earth. These “stories” are often referred to as “Creation Myths”. A myth is a story that is created by people to explain that which they themselves do not understand, or cannot explain in human terms.

The creation story, with which many of us are familiar, is the story of Adam and Eve. It can be read in the Bible (Genesis 1-3). In this account of the Creation, God created order out of chaos:

“Now the earth was formless and empty, darkness was over the surface of the deep...”

Some very interesting creation myths from other cultures show many similarities. For example, the ancient Greeks believed that there was, at first, nothing but “a great empty darkness”. The only thing in this dark void was Nyx, a bird with black wings. Nyx laid a golden egg and sat on it for ages. Ultimately life began to stir in the egg. So the god of love, called Eros, was “born”. One half of the shell rose into the air and became the sky, while the other half became the earth. Eros named the sky Uranus and the earth Gaia, and made them fall in love. They had many children together.

According to Greek mythology, this was how the Greek gods came into being. Zeus, the “leader”, saw that the Earth lacked two things: humans and animals. He sent his two sons, Prometheus and

Epimetheus, to Earth to create men and animals and to give each one a gift.



This, according to Greek mythology, was how it all started.

The Egyptians also tried to explain their place in the universe by creating myths. Ancient Egyptian

creation myths echo many of the elements with which we are familiar. Their myths were based on their experiences of nature. As the Nile played a very important part in their everyday existence, it isn't surprising that water is a basic element in their creation mythology. They also believed that in the beginning there was nothing but chaos: churning, bubbling water called Nu (or Nun). Everything originated from Nu. Ra, the sun, came out of an egg that appeared on the surface of the water. Ra's offspring became the Egyptian gods and goddesses, and later Men were created from Ra's tears.



The Australian Aborigine creation myth seems to start off on a milder note: There was a time when everything was still. Earth was bare. Almost all the spirits of the earth were asleep. Only the Great Father of All Spirits was awake. He gently awoke the Sun Mother. As she opened her eyes, a warm ray of light spread towards the sleeping earth.

The Great Father of All Spirits instructed her to go down to the desolate Earth to awaken the sleeping spirits and to give them forms. As she moved about,

she radiated a bright light, which not only awakened all the spirits, but also made plants grow, insects and animals come to life, frozen rivers and lakes melt, and birds and animals inhabit the earth. Glorious colours abounded. The Great Father of All Spirits was very pleased with the Sun Mother's work.

After instructing all the creatures to enjoy the abundance of things on Earth, and to live together in peace and harmony, she rose into the sky and became the sun.

Activity 2

To answer literal questions [LO 1.1.1]

1. Choose your own title for this story.

My title is

.....

2. Why have you chosen it?

I have chosen it

because.....

.....

.....

3. True or false?

	Fill in TRUE or FALSE
Eros was the Roman god of the sky.
The Egyptians believed that everything came from Nu (or Nun).
The Aborigines lived along the Nile.
The Great Father of All Spirits was the aborigines' "chief" creative force.
Water plays an important part in most creation myths.
A myth is a true story.

Activity 3

To listen to simple oral instructions and locate a place on a map [LO 1.2.2]

1. Use a map of the world and find the following countries:

Egypt

Australia

Greece

Activity 4

To retell a story in the right sequence [LO 1.1.5]

2.Retell the Biblical story of Adam and Eve up to the point where they are banished from the Garden of Eden.

3. True or false?

	Fill in TRUE or FALSE
Eros was the Roman god of the sky.
The Egyptians believed that everything came from Nu (or Nun).
The Aborigines lived along the Nile.
The Great Father of All

Spirits was the aborigines' "chief" creative force.	
Water plays an important part in most creation myths.	
A myth is a true story.	

Activity 3

To listen to simple oral instructions and locate a place on a map [LO 1.2.2]

1. Use a map of the world and find the following countries:

Egypt

Australia

Greece

Activity 4

To retell a story in the right sequence [LO 1.1.5]

2. Retell the Biblical story of Adam and Eve up to the point where they are banished from the Garden of Eden.

Assessment

LEARNING OUTCOME 1: LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

1.1 understands stories (told or read to learners):

1.1.1 answers literal questions;

- retells the story in the right sequence;
- understands oral instructions, directions and descriptions:

1.2.2 listens to simple oral directions and follows a route or locates a place on a simple map or plan.

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.5 reads for pleasure and information.

Twinkle twinkle little star

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

WHAT A WONDERFUL WORLD

Module 34

TWINKLE TWINKLE LITTLE STAR

Activity 1

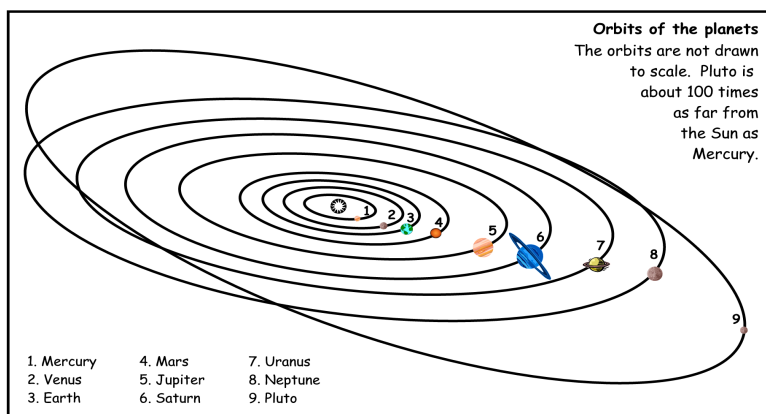
To use information from a diagram to write a short text [LO 5.4.3]

SPEAKING

It is impossible to imagine life on earth without the sun. Just try to picture what it would be like. It would be like living in a deep, dark cave: no night and day; no beautiful flowers turning their faces towards the sun; no holidays at the seaside. How depressing!

Fortunately, this is not the case. The earth is part of a wonderful system that brings light into our lives.

Because the earth orbits the sun, it is called a planet. There are eight other planets that also orbit our sun. The sun and these nine planets make up our solar system. Each planet moves in its own specific orbits around the sun. Look at the following illustration of the solar system. You will see that some planets are closer to the sun, and others, which have much longer orbits, are further away from the sun. Those closest to the sun are warmer than those that are far away.



Planet	Observation
Mercury	
Venus	
Earth	
Mars	
Jupiter	
Saturn	
Uranus	
Neptune	
Pluto	

Activity 2

To describe objects [LO 2.3.3]

1. Form groups (about five learners in each group) and do some research on a specific aspect of the planets in our solar system. Each group must choose a different planet. Then do a presentation to the rest of the class on your topic. Make sure that it is not only interesting, but also visually exciting.

3. Choose a classmate and ask him/her the following questions. He/she must answer in full sentences, starting with the words given below.

(a) Which of the planets do you find most interesting?

I find

.....

(b) What do you like about it?

I

like.....

(c) What would you do if you were given the chance some day to visit one of the planets?

I would

.....

(d) Do you know any other names for Venus?

Yes,

.....

(e) What are they?

Venus is

.....

Activity 3

To understand some elements of rhyme [LO 3.2.1, 3.2.2, 3.2.3, 3.2.4]

1. Read the following nursery rhyme:

Twinkle twinkle little star

How I wonder what you are

Up above the world so high

Like a diamond in the sky

Twinkle twinkle little star

How I wonder what you are

(a) See if you can find a word with the same meaning as “twinkle”, and read the rhyme again, using this word in the place of “twinkle”.

The word is

.....

(b) How does it sound to you? Which do you prefer:
your word, or the one in the poem?

I prefer

.....

(c) Look carefully at the way in which this rhyme
was made (its structure). Now complete the
following sentences:

The first two lines are

.....

.....

.....

The words that rhyme
are.....

.....

.....

.....

(d) Does “twinkle twinkle” sound better than just
“twinkle” (once)?

.....

(e) If your answer to the previous question was “Yes”, can you try to explain why it is better?

.....

.....

.....

(f) Can you find a comparison (also called a simile) in the rhyme? If so, write it down.

.....

(g) Do you think it is an effective comparison in the rhyme? If so, why?

.....

.....

(h) Try to write your own rhyme in the same style as this one (6 lines, same kind of rhyme scheme, one comparison, repetition, etc). Your topic must be related in some way to the general topic of this module.

.....

.....

.....

.....

.....

.....

(i) Ask your teacher to sing or play the rhyme to you. It is usually sung to very young children or infants as a lullaby. Try to sing along.

(j) Do you know any other lullabies? See how many you know, and share them with your classmates. You can sing them in any other language; not only in English. Listen to each other's songs, and talk about them – how they differ, what the words mean, and so on. How many of you know the same songs? This is a good time to learn some new lullabies in different languages.

Assessment

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively

in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

- uses additional language to communicate information:

2.3.3 describes people, objects and simple processes.

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.2 understands, in a very simple way, some elements of poetry:

3.2.1 rhyme;

3.2.2 words which begin with the same sound (e.g. “Naughty Nomsa never listens.”);

3.2.3 words that imitate their sound (e.g. swish,

swish);

3.2.4 differences in the way languages represents these sounds (e.g. “cluck cluck” and “kri kri”).

LEARNING OUTCOME 5: THINKING AND REASONING

The learner will able to use language to think and reason, and access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.4 transfers information from one mode to another (e.g. chart to text):

5.4.3 uses information from a chart, graph or diagram to write a short text.

Planets

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

WHAT A WONDERFUL WORLD

Module 34

PLANETS

Activity 1

To read a table for information [LO3.3.4]

SIZE OF THE PLANETS			
Planet	Diameter		
	km	miles	
Mercury		4 850	3 010
Venus		12 100	7 520
Earth		12 756	7 926
Mars		6 790	4 220
Jupiter		143 000	89 000
Saturn		120 000	75 000
Uranus		51 000	32 000
Neptune		49 000	30 000
Pluto		3 000	1 900

a. Study the table above carefully and answer the following questions:

(i) Which planet has the greatest diameter?

.....

(ii) Which is the longest: a mile or a kilometre?

.....

(iii) Which planet is closest in size to earth?

.....

(iv) Which is the second smallest planet?

.....

b. Arrange the planets from the largest to the smallest:

(i)

.....

(ii)

.....

(iii)

.....

(iv)

.....

1.

(vi)

.....

(vii)

.....

(viii)

.....

1.

Activity 2

To read and solve puzzles [LO 3.5.3]

Word game

Rearrange the jumbled letters given below to make words that have been used in the passages above, and then match the correct word with the definition or description given here:

byllaul

treemaidd

divo

hemry

treestrauc

- straight line from side to side of a figure (used for measurement)
- a little poem
- emptiness, nothingness
- a song sung to an infant to make him/her sleep

- a human being or animal (something that has been created)

Activity 3

To read a simple map [LO 3.3.1]

A Solar Eclipse

Do you know what a solar eclipse is? A solar eclipse happens when the moon moves between the earth and the sun. When this happens, the light from the sun is blocked. The sky gradually becomes dark as the moon moves in front of the sun. If the moon and the sun are in a perfect line, it is called a total eclipse. This happens very rarely.

This year a total eclipse of the sun will be visible in the northern regions of Limpopo Province. Up to 30 000 visitors from all over the world are expected, as this is an ideal place from which to experience the eclipse.

The eclipse will be visible between 08:18 and 08:21 on Wednesday, 4 December, when the moon will move directly in front of the sun for three minutes and all direct sunlight will be deflected from the earth. The very best place to experience it, is in the “path of totality”, as scientists call it. This will be between Beit Bridge and the Mozambican border in

the area north of the Soutpansberg, Thohoyandou and the Shingwedzi Camp in Kruger National Park.

If you should miss this awesome event, you will have to wait until 2030 to see it in Southern Africa.

SAFETY PRECAUTIONS:

Never view the sun with the naked eye or with any optical device such as binoculars. Your eye has a lens that will concentrate the sun’s light onto your retina and cause damage without your feeling any pain while it is happening. Do not use sunglasses. Number 14 welder’s glass is fine.

Consult a map of South Africa and find out where the places are that are mentioned in the passage above.

Use your dictionary to find the meanings of the following words:

1.	gradually		
2.	rarely		
3.	visible		
4.	total		

5.	awesome
----	---------

Write the words and their meanings in your personal dictionary and make sure that you know how to use them.

WRITING

Up to now we have spoken only of one of the elements that are found in most (or all) creation myths, namely the sun. We are now going to take a look at another fascinating element, water.

Without water there could be no life. There are billions of tons of water in the atmosphere, in the oceans and in the crust of the earth. Did you know that our bodies are 64% water?

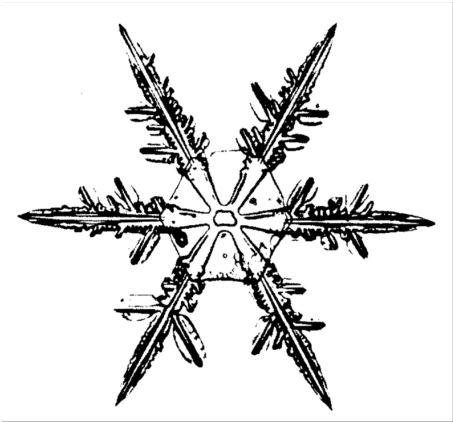
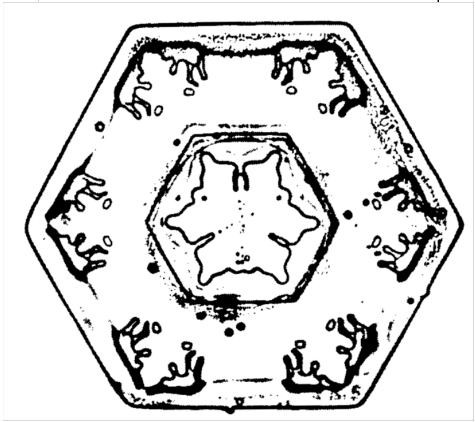
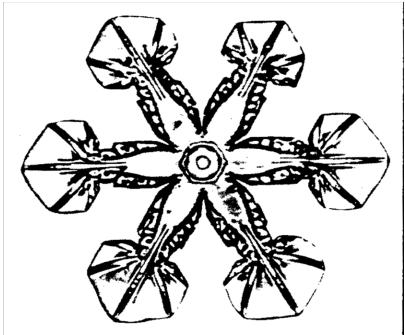
Some of the simple properties of water are the following:

- It freezes at 0°C and boils at 100°C at sea level.
- It is a colourless, odourless and almost tasteless liquid.
- It freezes to ice and boils away to vapour or steam.

Some of the frozen forms of water are icicles, snow and hail. Have you ever seen and touched snow? Did you know that every snowflake is made up of thousands of water crystals, each with its own

pattern?

Look at these beautiful snowflake patterns:



Activity 4

To express own opinion in writing [LO 4.1.5]

1. Think of any exciting or pleasant or memorable experience you have had with water. (For example the first time you saw snow, or a visit to the seaside, or how you went canoeing on a river...anything that made an impression on you.)

Now write at least five full sentences about this event. If you have any photographs about it, you can bring them along and show them to your classmates and teacher, while you also tell them a little more about the experiences you had at the time.

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Assessment

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.3 reads for information:

3.3.1 reads simple maps and plans (e.g. follows a route);

- reads diagrams, graphs and charts (e.g. a family tree);

3.5 reads for pleasure and information:

3.5.3 reads and solves puzzles.

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes to communicate information:

4.1.5 expresses an opinion in writing (e.g. whether a book was interesting or boring).

Frogs

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

WHAT A WONDERFUL WORLD

Module 35

FROGS

Activity 1

To write lists with headings [LO 4.1.2]

Water is such an important element that all life would come to an end if there were no water on earth. If we did not have water to drink, our bodies would become dehydrated and we would die. All life forms on earth are dependent on water. That is why we must take great care in preserving our sources of water. We must never pollute the sea, rivers, streams or dams. Pollution is one of the greatest dangers to our life on earth.

2. Make a list of at least 20 creatures you can think of that live in water.

1. 2.
.....

3. 4.
.....

5. 6.
.....

7. 8.
.....

9. 10.
.....

11. 12.
.....

13. 14.

.....

15.16.

.....

17. 18.

.....

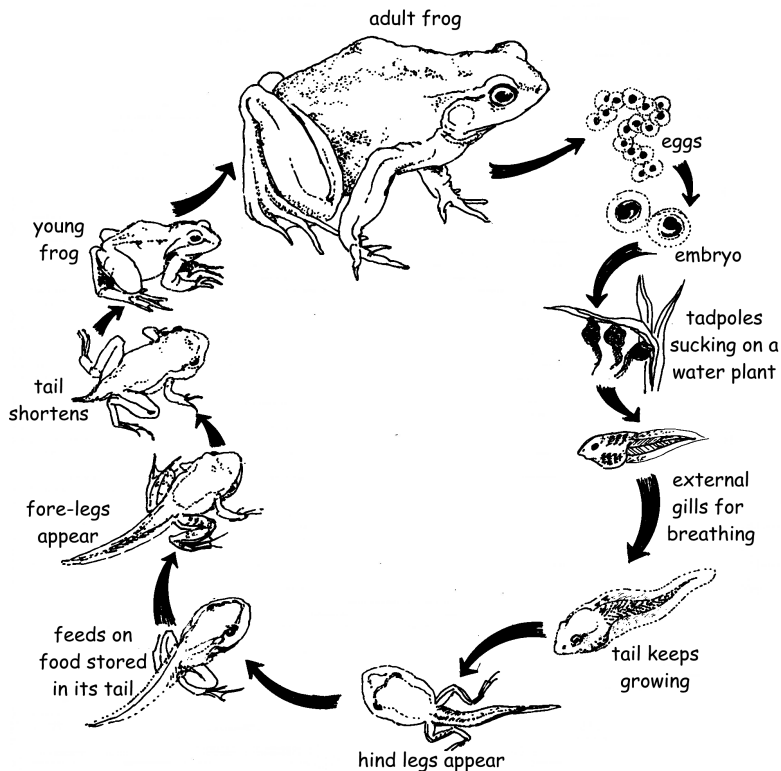
19. 20.

.....

Activity 2

To express own opinion in writing [LO 4.1.5]

You have probably mentioned frogs. Frogs are very interesting creatures. They are amphibians. That means that they can live on land and in the water. Look at this illustration of how frogs develop:



3. Read the following questions, and then write an answer (in a full sentence) to each one:

(a) Have you ever kept tadpoles in a jar or a tank at home?

.....

(b) Are frogs useful creatures?

.....

(c) Give a reason for your answer to question (b).

.....

.....

(d) Why are some people afraid of frogs?

.....

(e) Do you think there is any reason to fear them?

.....

(f) Can you name any other amphibious creatures?

.....

(g) Mention any three things that could threaten
frogs' lives.

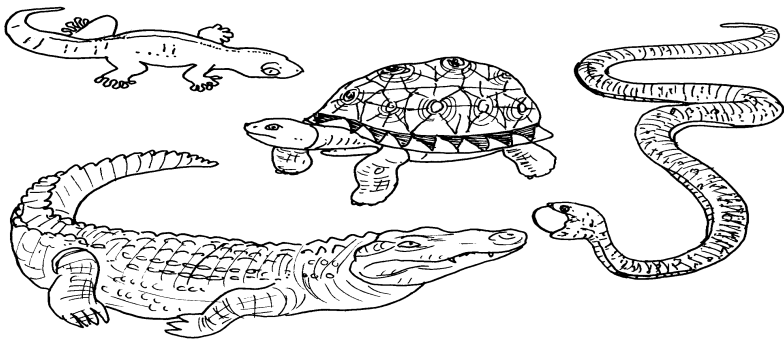
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Frogs are cold-blooded creatures, just like reptiles. Reptiles are also very interesting animals. Some of them look rather creepy and some people don't like them at all, but we must remember that every single creature on earth has the right to life. It is part of the greater life cycle of nature. That is why we should never kill an animal unless it is really

necessary. Look at these interesting reptiles:



Activity 3

To plan and design a poster [LO 4.4.1]

4. Divide into groups of about five learners. Each group must choose one topic related to life in and around water, and make a colourful, interesting poster for the classroom. Keep pollution in mind. You must write at least 10 sentences to go with the poster.

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Assessment

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes to communicate information:

4.1.2 writes lists with headings;

4.1.5 expresses an opinion in writing (e.g. whether a book was interesting or boring).

4.4 designs media texts:

4.4.1 designs a simple poster and / or notice.

Pollution

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

WHAT A WONDERFUL WORLD

Module 36

POLLUTION

Activity 1

To read a graph [LO 3.3.4]

THINKING AND REASONING

One of the greatest threats to mankind today is pollution. There are different kinds of pollution. One of the worst is ocean pollution. One must remember that oceans cover more than 70% of the surface of the earth and what happens in a certain part of the sea can influence almost the whole world. Pollution is a problem that directly affects all the organisms in the sea and spoils the natural balance of sea life.

Oil pollution is one of the most dramatic forms of ocean pollution.

Activity 2

To write lists with headings [LO 4.1.2]

In the table below, write down the six headings that you find in the graph, and next to each one, write a short explanation of what it is and how it occurs. The first one is given as an example. Write a heading for the whole table.

HEADING:				
Tanker accidents				Ship crashes and oil leaks from the ship. Ship breaks up because it is old and oil leaks into the sea.

It is our duty to look after our natural resources, but unfortunately we often destroy precious life because of our greed. Some ships' owners don't look after their ships properly and just carry on sending old dilapidated ships to sea. In so doing, they threaten the lives of the crew and pose a threat to marine life.

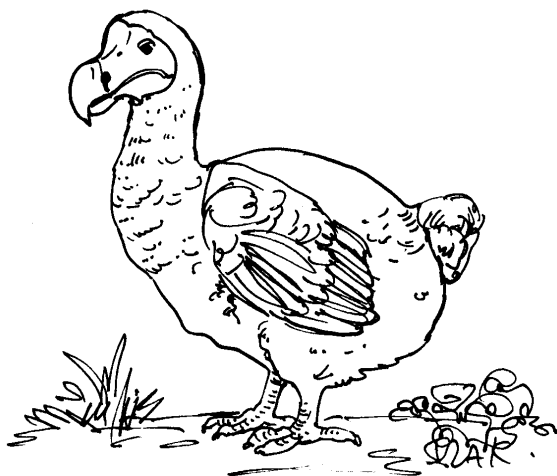
Until quite recently human beings have – generally speaking – behaved very selfishly towards other creatures and also towards nature in general. They did not think about the consequences of their actions. People are by nature greedy, careless and vain. These characteristics have caused many wonderful animals to become extinct.

Some of the earth's creatures that have in recent times faced extinction are the right whale, the panda, the wild dog and the rhinoceros. Fortunately programmes have been put in place to save these animals. Some, like the whale, are even being used to promote tourism. Think of the famous Whale Festival that is held in Hermanus every year.

You all know of the dinosaurs that used to roam the earth. You have probably also heard of the ancient mammoths. But have you heard of the dodo?

In 1598 AD (some sources say it was slightly earlier) Portuguese sailors landed on the island of Mauritius, and discovered a previously unknown species of bird that they called the Dodo. As the dodo had never before had any contact with humans, it had no fear of them. It was a gentle creature and was almost like an innocent child as it approached the sailors. They thought it was rather stupid, and that is why they called it a “dodo” (meaning something like “simpleton” in Portuguese).

The dodo weighed up to 14 kg and was very good to eat. Its wings were underdeveloped, so it couldn't fly. It was, therefore, an easy-to-catch source of food for both sailors and settlers. Later, when other animals like dogs and pigs were introduced to the island, the dodo fell victim to these invaders as well. As the settlers



cleared the forests, the dodo's natural habitat was destroyed.

By 1681 the dodo was extinct.

Today it is represented in museums by only parts of skeletons. There is one complete skeleton that was compiled from the bones of different individual birds.

Source: <http://www.nature.ca.notebooks/english/dodo.htm>

Activity 3

To answer and begin to ask more complex questions [LO 5.2.1]

1. Answer the following questions (in full sentences and in your own words) that are based on the previous passage:

(a) Why was it so easy to catch the dodo? Give two reasons.

.....

.....

(b) Why wasn't the dodo afraid of humans at first?

.....

.....

.....

.....

(c) In what way, do you think, did the introduction of pigs onto the island affect the dodo's life?

.....

.....

.....

(d) What happens to a creature when its natural habitat is destroyed?

.....

.....

.....

.....

.....

(e) How are whales being used to promote tourism nowadays?

.....

.....

.....

.....

.....

(f) What does the AD (in 1598 AD) stand for? Do you know the Latin form?

.....

.....

Assessment

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.3 reads for information:

- reads diagrams, graphs and charts (e.g. a family tree).

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes to communicate information:

4.1.2 writes lists with headings;

LEARNING OUTCOME 5: THINKING AND REASONING

The learner will be able to use language to think and reason, and access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.2 uses language for thinking:

5.2.1 answers and begins to ask some more complex questions (e.g. “Why...?” “How do you think...?”).

Vocabulary and Grammar

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

WHAT A WONDERFUL WORLD

Module 37

VOCABULARY AND GRAMMAR

Activity 1

To identify opposites [LO 6.6.2]

When Mark Shuttleworth saw the earth from space in April 2002 he described it as looking fragile. It is true that our planet could “break” if we don’t look after it properly. We have to find ways of ensuring that development continues without using all the earth’s natural resources. In August 2002 a very important world summit (meeting) on Sustainable Development was held in South Africa to help all the countries of the world to protect the earth.

Some of the issues that were discussed were the following problems:

- More than 11 000 species are in danger of becoming extinct;
- Forests covering about a third of the surface of the earth, have shrunk by about 2,4% since 1991 as a result of mining and timber activities;
- About 1 100 million people don’t have access to clean drinking water (most of them in Africa and Asia);
- Half of the world’s rivers are polluted or practically dry; and
- Oil, gas and other “greenhouse” gases are causing global warming.

Source: Jip, *Die Burger*, 2 September 2002

Each one of us, in his/her own small way, must

fight against pollution and the exploitation of our animals and natural resources. We must show that we respect each other and all of nature.

1. Write five short simple sentences (one verb only in the sentence) and suggest what young people like you can do to help fight pollution.

.....

.....

.....

.....

.....

2. The following words have been taken from the passage above. Give a word meaning the opposite (an antonym) for each:

- (a) fragile
- (b) help
- (c) protect
- (d) clean
- (e) small

3. Look at the following words from the passage, and see how their opposites are formed:

- properly - **im**properly
- continue - **dis**continue
- natural - **un**natural
- important - **un**important
- natural - **un**natural

Can you see that they have been formed by adding a little bit to the word (at the beginning of the word)? This “little bit” is called a prefix. Do you know any other words that form their opposites in this way? If you do, write them down here:

.....

.....

.....

.....

Write all these words in your personal dictionary and make sure that you know how to use them. Ask your teacher for help if necessary.

Activity 2

To understand and use singular and plural forms

of ordinary nouns [LO 6.4.1]

4. Most nouns (naming words) have plural forms. That means that the words indicate that there is more than one of the things that are being named, for example:

one planet - many planets

one country - many countries

one animal - many animals

one river - many rivers

one meeting - many meetings

Activity 3

To understand and use nouns which do not have plurals [LO 6.4.2]

Some words, however, don't have a plural form at all, for example:

tourism, space, exploitation, respect, pollution (as used in this module)

See if you can find any other nouns that don't have a plural form.

Activity 4

To use a dictionary [LO 6.6.3]

5. Did you notice the spelling of **gases**?

We also write **buses** (one bus / many buses).

Remember to spell these words correctly at all times!

Write them in your personal dictionary.

And finally, just for fun.....

Do you remember the creation myths we started off with? In most of the creation stories all is well on earth up to a certain point, and then the trouble starts. Someone is usually disobedient or mischievous and causes evil things to happen. (In the Bible we read that Adam and Eve were disobedient and that is when sin came into the world.)

In Greek mythology, there is a woman called Pandora. She was the first woman ever to set foot on earth. Pandora wasn't as good as she seemed to be. In fact, she was the cause of all the trouble on earth ...

Do some research on the story of Pandora. You could make up a wonderful little play on it. How about it?

OR

Dramatise any scene based on the protection of nature, e.g. police trying to capture poachers.

Assessment

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.4 understands and uses singular and plural forms of nouns:

6.4.1 ordinary nouns;

- nouns which do not have plurals;

6.6 develops own vocabulary:

6.6.2 identifies opposites;

6.6.3 uses personal dictionaries.

William Tell

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HEROES AND HEROINES

Module 38

WILLIAM TELL

Activity 1

To listen to a story and choose own title [LO 3.1.1]

The legend of William Tell is the story of how Switzerland became a free country. William Tell is the national hero of the Swiss. Here is his story:

Hundreds of years ago, in the 14th century, the country of Switzerland did not yet exist as we know it today. The country was divided into regions or cantons, and the citizens were ruled by Austrian governors whom they regarded as foreigners. (A canton is something like a province.) According to legend, the people of the canton Uri were unhappy with their situation, because they wanted to govern their own country.



Gessler, the governor of Uri, saw that they were not satisfied, and decided that he would test their loyalty. He ordered his men to plant a tall pole in the square of Altdorf, and made them place a hat in the Austrian colours on the pole. Everyone who passed through the square had to bow to the hat in order to show respect. Soldiers were posted in the square and they enforced the governor's orders.

One day, an inhabitant of the village Bürglen happened to pass through Altdorf. His name was William Tell. His young son accompanied him. He completely ignored the hat. He was immediately arrested and brought before the governor. "How

dare you challenge my authority!” said Gessler, flying into a rage. “I’ve heard about you and I know you are supposed to be a good marksman. Now I will test your skill with the crossbow! As punishment for your disobedience, you will have to shoot an apple from your son’s head.”

Tell tried very hard to persuade the governor to give him some other form of punishment, but to no avail. Gessler even threatened to have Tell and his son killed if his orders were not carried out.

William Tell and his son were led to the village square. Gessler, his soldiers and servants followed. Muttering indignantly, a restive crowd gathered on the square. There was nothing William Tell could do to avoid this terrible challenge. His son was placed against a tree, with an apple on his head. Tell was told to stand 50 paces away. Putting an arrow in his crossbow, Tell took a deep breath, aimed slowly and pulled the arrow back. The arrow pierced the apple without touching as much as a hair on the boy’s head. A roar of joy came from the onlookers as they applauded the brave archer’s skills.



Gessler had noticed that Tell had hidden a second arrow under his coat, and wanted to know why he had done it. “If you tell me the truth, your life will be spared,” said the tyrant. “That arrow was meant to pierce your heart if the first arrow killed my son!” replied Tell grimly.

This response infuriated Gessler. He ordered Tell to be thrown into jail immediately. “I won’t go back on my word and have you put to death, but you will be kept in the dungeon of Küsnacht Castle for the rest of your life!” he roared. He ordered his soldiers to launch a boat at Flüelen at once. Tell was placed in chains and ordered onto the boat. Then Gessler, his retinue and the soldiers embarked. They were quite a way off when suddenly a tempest broke out as the Föhn (a southerly wind) started to rage, causing such tremendous waves that the boat was in danger

of being battered to pieces against the rocks. The people on board, who by now revered Tell for his bravery, shouted, "Only Tell can save us now!" Thereupon Gessler ordered his men to unchain Tell, who proceeded to steer the boat safely to the foot of the Axelberg Mountain, near a rock which is today called the "Tellsplatte".

All of a sudden Tell grabbed a spear from one of the soldiers' hands and fled from the boat. Gessler had somehow managed to survive the storm, and was able to make his way to Küsnacht castle the same night. Tell knew that this was a wicked man. He hid behind some bushes near the castle and as Gessler and his people appeared, Tell killed him with an arrow from his crossbow, so ridding the country of an evil tyrant.

This slaying is said to have sparked the uprising of the Swiss against their Austrian rulers, resulting in the unification and independence of the Swiss nation.

1. Choose your own title for this story.

My title is

.....

2. Why have you chosen it?

I have chosen it

because.....

.....

.....

Activity 2

To answer literal questions [LO 1.1.1]

3. True or false?

	Fill in TRUE or FALSE
William Tell was an Austrian.	
The people of Switzerland loved Gessler.	
The people on the boat respected Tell because he was courageous.	
The people bowed to the hat because the soldiers made them do it.	
William Tell wasn't quite sure that he would not injure his son.	

4. Why is the rock called the Tellsplatte?

It is called the Tellsplatte because

.....

.....

.....

.....

Activity 3

To use a dictionary [LO 3.6.1]

5. The following words come from the passage you have just read (some in a slightly different form). Find the word in the passage, then look it up in a dictionary and write down its meaning. These can be included in your personal dictionary. You must try to remember them, and use them when you speak English. In this way your vocabulary will be enriched.

(a) Verbs:

to ignore

to mutter

to applaud

to pierce

to infuriate

to revere

to launch

(b) Nouns:

a tyrant

a retinue

a tempest

a legend

a foreigner

(c) Adjectives:

restive

grim

Activity 4

To read a map [LO 3.3.1]

6. Look at the map and find Switzerland and Austria.



Activity 5

To discuss ethical and social issues [LO 1.1.4]

7. How do you feel about Gessler? Talk to your classmates about what you would have done if you had been in William Tell's shoes. If you had lived in Uri, would you have bowed to a hat?

8. How do you feel about the fact that William Tell killed Gessler? Do you think killing another person can ever be justified? Discuss this in class.

9. See if you can find a book with flags of different countries of the world, and draw the Swiss flag. Colour it in.

10. Find out any three interesting facts about Switzerland.

.....

.....

.....

This legend of the Swiss folk hero was originally a story that was passed on orally from generation to generation. It appeared in written form for the first time as a ballad in the 15th century. The famous German playwright Friedrich von Schiller used it as the basis of a play called *Wilhelm Tell* in 1804, and later it inspired the Italian composer Gioacchino Rossini to write the opera *Guillaume Tell*

The overture to the opera *Guillaume Tell* is familiar for its catchy, toe-tapping theme in which one actually hears the Alpine horn calling and the horses galloping. It evokes the atmosphere of the majestic Swiss mountains, and also suggests the heroic nature of the story.

Much later this music was chosen as the theme tune for quite a few films, but it is especially well known as the theme tune for the Lone Ranger series.

Activity 6

To give short answers to questions [LO 2.1.2]

1. Find the name of any other opera written by Rossini.

.....

2. Why is the name of the same person written in three different ways in the passages above, namely William, Wilhelm and Guillaume?

.....

3. Try to find out what **the overture to an opera** is.

.....

4. What is a **theme tune** (e.g. to a television series)?

.....

5. Try to find out what an Alpine horn is and what it looks like.

.....

6. What is the large Swiss mountain range called?

.....

7. See if you can find it on the map.

8. What sport is very popular in these mountains?
Name two kinds if you can.

.....

Assessment

LEARNING OUTCOME 1: LISTENINGThe learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

1.1 understands stories (told or read to learners):

1.1.1 answers literal questions;

1.1.4 discusses ethical and social issues, code switching if necessary;

1.2 understands oral instructions, directions and descriptions:

1.2.1 responds physically to instructions (e.g. how to make something).

LEARNING OUTCOME 2: SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.1 interacts in additional language:

2.1.2 gives short answers to questions.

LEARNING OUTCOME 3: READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.1 understands in a simple way some elements of stories:

3.1.1 title (e.g. chooses the best title from alternatives and gives reasons);

3.3 reads for information:

3.3.1 reads simple maps and plans (e.g. follows a route);

3.6 uses reference books and develops vocabulary:

3.6.1 uses a dictionary.

The Lone Ranger, Greek heroes and King Arthur

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HEROES AND HEROINES

Module 39

THE LONE RANGER, GREEK HEROES AND KING ARTHUR

Activity 1

To read fiction at an appropriate level [LO 3.5.1]

The Lone Ranger was a very famous cowboy hero. His trusted horse, Scout, and his equally famous, faithful companion Tonto, were always there to support him in his great deeds of bravery. The Lone Ranger was a very romantic figure: strong, good and courageous; a good man fighting against evil. His trademark was the mask he always wore. The fact that one didn't know his name, and that he was masked, made him seem even more romantic and dramatic.



This was the Lone Ranger's creed:

I believe that to have a friend, one must be one. That all men are created equal and that everyone has within himself the power to make this a better world. That God put the firewood there but that every man must gather and light it himself. I believe in being prepared physically, mentally and morally to fight when necessary for that which is right. That a man should make the most of what equipment he has. That 'This government of the people, by the people and for the people' shall live always. That men should live by the rule of what is best for the greatest number. That sooner or later...somehow... we must settle with the world and make payment for what we have taken. That all things change but truth...and that truth alone lives on forever. I believe in my Creator...my country...and my fellow man.

Activity 2

To describe people and objects [LO 2.3.3]

1. Write a short description of the Lone Ranger, his horse and Tonto. You must write in short, simple sentences. Try to use adjectives (words that tell us more about the noun) in your description.

.....

.....

.....

.....

.....

The following joke was often told about the Lone Ranger and Tonto. Remember that Tonto was a Red Indian but he and the Lone Ranger, who was a white man, trusted one another. This was quite an unusual situation, because at that time the Red Indians and the so-called Palefaces were great enemies and they didn't hesitate to kill each other.

One day, as the Lone Ranger and Tonto were riding along a valley between some craggy mountains, they were suddenly confronted by a huge group of Red Indian warriors coming over a hill just a hundred metres away. The Red Indians wore war paint, and shouted and whooped in a hostile way as they charged towards them on their fiery steeds, brandishing their weapons.

The Lone Ranger turned to Tonto and cried: "We're in big trouble, Tonto!"

As Tonto turned his horse around, the reply came: "Who's we, Paleface?"

Activity 3

To resist name-calling of any kind [LO 2.5.1]

1. Choose a friend and talk about this joke. Consider the following:

- Do you understand it?
- Why is it funny?
- Is it a “racial” joke?
- Is it in good taste?

2. The whites in those days called the Red Indians “Redskins” and the Red Indians called the whites “Palefaces”. They were bitter enemies. Your teacher will guide you in a group discussion on calling people names and labelling them. Does it still happen today? How do you feel about being labelled? People are labelled in many different ways, not only according to race.

Activity 4

To read fiction at an appropriate level [LO 3.5.1]

The words “hero” and “heroine” are used in everyday language to mean an exceptionally brave

man or woman. There are many stories and songs about heroes. They were people who did great deeds; who were stronger and more courageous than ordinary people; who were sometimes supernatural beings. They often also communicated with supernatural beings.

In ancient Greek history, for example, there were many heroes. You may already have heard of Hercules, who had enormous strength and who did many heroic deeds, and saved the Greeks from many dangers.

There are so many Greek heroes that one can't name them all here. One of them was Theseus, the son of King Pittheus of Athens. According to legend Pittheus left a sword and a pair of sandals under a rock. His son had to claim them when he was big enough. One of the dangerous tasks he had to do, was to kill the Minotaur, a monster with a human body and the head of a bull. It was kept in the labyrinth of Cnossus. It was a building designed in the form of an intricate maze, from which no one could escape. Every year Minos of Crete carried off a number of Athenian boys and girls to be given as victims to the Minotaur. Theseus went as a volunteer with one of these groups. Ariadne, daughter of Minos, helped him by giving him a ball of thread to unwind as he went in. This was how he could find his way out again. Theseus killed the Minotaur with his sword, so freed the victims and

set off in triumph to Athens.

Many ancient Greek vases or urns show heroes doing great deeds. This vase (6BC) shows Theseus killing the monster.

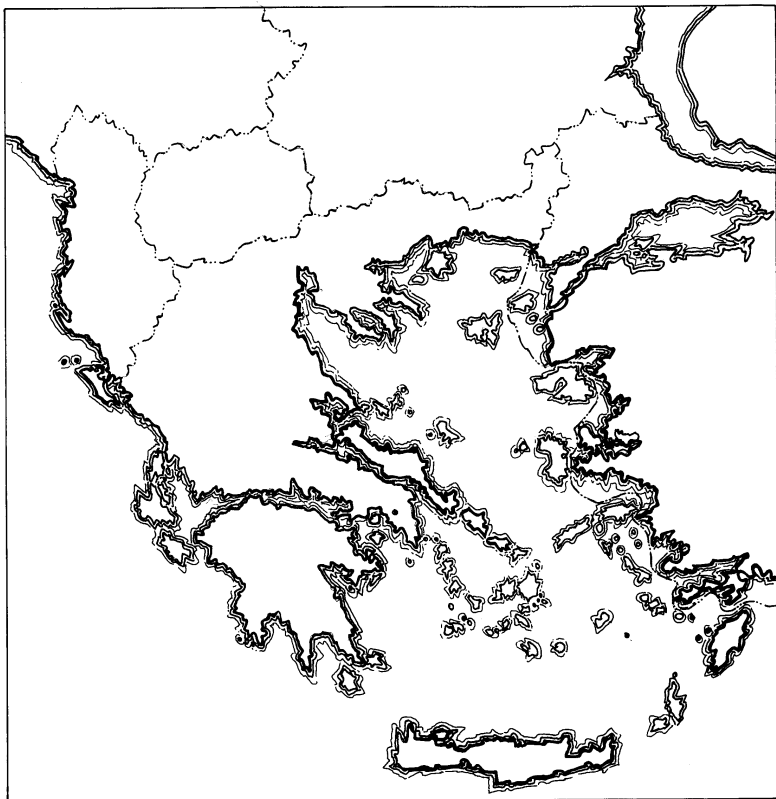


The famous Greek writer, Homer, wrote the *Iliad* and the *Odyssey*, a long poem which tells the story of the magnificent hero, Odysseus. The Latin form of his name is Ulysses. The *Odyssey* describes his adventures on his journey home to the island of Ithaca after the Trojan War. This journey took ten years to complete and in that time Ulysses had many adventures.

Activity 5

To write a book report [LO 3.5.2]

1. Find Athens and Crete on the map of Greece.



2. Find a book about the stories of Ulysses' adventures and read about some of them. They are quite hair-raising.

3. Write a short book report about this book.

.....

.....

.....

Activity 6

To read fiction at an appropriate level [LO 3.5.1]



Another great hero about whom many tales are still told today, is King Arthur. According to legend, he

was born at Tintagel in Cornwall. He became king of England and his court was at Camelot. He was the leader of a group of noble men, the Knights of the Round Table. These knights rode out on their splendid horses to seek adventure and to do great deeds. Some of the most exciting and romantic stories about the knights are how they slew dragons and saved damsels in distress.

Activity 7

To perform a story [LO 2.4.3]

Find a book about the tales of King Arthur and the knights of the Round Table. Read about at least one adventure. Form groups and dramatize the story. Dress up as knights and damsels. The villain (wicked person / enemy) must really look wicked. You must use your imagination. You can make that person look really evil by using make-up and by choosing the right clothes for such a character. The heroes and heroines, on the other hand, must contrast by looking as “good” and attractive and strong as possible. Consult books to see what people looked like in those days.



Assessment

LEARNING OUTCOME 2: SPEAKING

The learner will be able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.3 uses additional language to communicate information:

2.3.3 describes people, objects and simple processes.

2.4 uses his/her language creatively:

2.4.3 performs a familiar short rhyme, poem or song;

2.5 challenges bias:

2.5.1 resists name-calling of any kind (e.g. cruel names, racist names, xenophobic names).

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.5 reads for pleasure and information:

3.5.1 reads fiction and non-fiction books at an appropriate reading and language level;

3.5.2 evaluates books in a book report.

Modern-day heroes

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HEROES AND HEROINES

Module 40

MODERN-DAY HEROES

Activity 1

To read fiction at an appropriate level [LO 3.5.1]

Modern-day heroes may be different to look at, but basically they still have the same qualities as ancient heroes: the hero blazes a trail for other less adventurous mortals to follow. Some such modern-day heroes are Superman, Spiderman and Luke Skywalker, to name but a few.

SUPERMAN: JUST A TYPICAL TEENAGER?

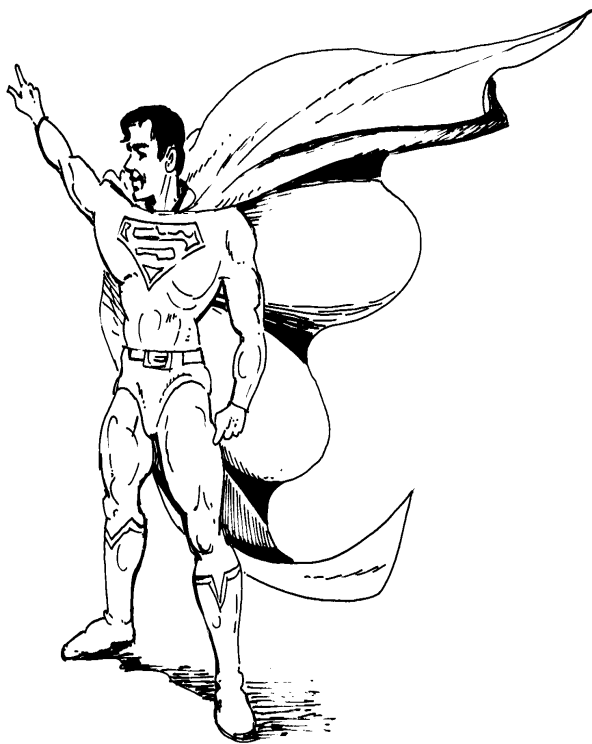
Once upon a time, in the peaceful little town of Smallville in Kansas, USA, there lived a sweet, elderly couple called Jonathan and Martha Kent. Life was uneventful until one day something happened that shattered the tranquillity the townsfolk had been used to: suddenly, a shower of meteorites rained down upon the town.

In one of these meteorites there was a little boy! The old couple came upon him where he stood trembling in his shabby, ragged clothes, and they immediately took pity on him. They decided to adopt him and bring him up as their own child.

Jonathan and Martha Kent had no idea what lay ahead. They certainly didn't have a clue that this youngster, whom they named Clark, would become a super-hero who would one day go chasing after crooks in his blue and red Superman outfit.

That is how the story of Superman began.

There is a new television series called *Smallville* that differs from the usual Superman films and comics, because it focuses on Clark Kent as a young boy. It tells the story of the legendary character before he became famous. This was the time before he could fly; when he was still developing his powers, and when his best friend was just another boy called Lex Luthor, a lad who had lost all his hair as a result of the radiation during the meteorite rain.



Lex Luthor becomes a dreaded bald rogue later on, but at this stage he is just an ordinary boy who

works in the struggling Smallville branch of his father's factory. Lois Lane, later to become the love of Clark's life, isn't even in the picture yet. In fact, he is head over heels in love with Lana Lang, the tallest girl in Smallville. Unfortunately she has a boyfriend, so it's the classic situation of "all the good girls are taken". Clark is absolutely smitten, because she wears a piece of the meteor around her neck and this has an influence on him.

In this series the viewer gets a fresh new look on an old story. Just like any other teenager, Superman goes through difficult phases in his development. As time goes on, he becomes stronger and stronger.

Smallville isn't simply a cute idea. It is an excellent adaptation of a well-known story that will keep both young and old fixed to the small screen.

Translated and adapted from JIP (Die Burger),
Monday 11 November 2003

Activity 2

To read and solve puzzles [LO 3.5.3]

Using the clues below, complete the puzzle. The information is to be found in the passage above. You can also use a dictionary.

1. men who are brave and good.
2. calm, quiet, tranquil
3. two people (a)
4. a young boy
5. stones or pieces of iron that fall to earth from the sky
6. to take someone else's child as one's own

[illegible]

Did you know?

- Superman made his first appearance in 1938 in *Action Comics #1*.
- The meteorites, in which Superman fell to earth, were parts of the planet Krypton where he originated. The rock is known as kryptonite.
- Superman and his people did not have supernatural powers on Krypton, because there

was a red sun. The sun in our solar system is yellow and this is what gives Superman his extraordinary power. However, it has a negative effect on kryptonite. This makes kryptonite toxic for Superman.

- Superman is powerless against magic.
- Clark Kent's favourite dish is Boeuf Bourguignon with tomato sauce.
- Superman moves his head from side to side at a speed that is so great that one cannot see he is doing it. The result of this is that his face is always unclear if someone takes a photo of him.
- In the very first Superman comics he could not fly. He could only jump very far.
- Superman's real name on Krypton was Kal-el. His father was Jor-El and his mother was Lara.
- His five greatest rivals are Doomsday, Batman, Captain Marvel, Mohammed Ali and Lex Luthor. The Incredible Hulk comes sixth only.
- (Adapted and translated from JIP, *Die Burger*, 11 November 2002.)

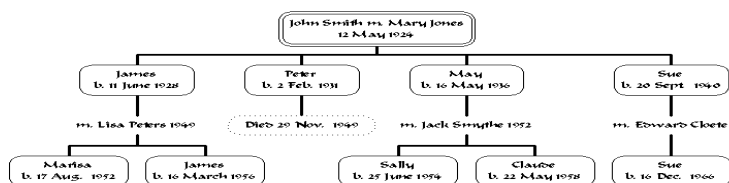
Source: www.supermanthemovie.com

Activity 3

To read a family tree [LO 3.3.4]

- A family tree is a diagram showing the various

members of a family through the generations. Here is a simple family tree to serve as an example:



Activity 4

To use a dictionary [LO 3.6.1]

- Use your dictionary to find the meanings of any five words that are to be found in the passage titled “Did you know?”. Write the words and their meanings in your personal dictionary and make sure that you know how to use them.
- Pick one of your classmates and ask him/her whether he/she knows the words. Explain their meanings if necessary. Then he/she can do the same. If you are not sure, ask the teacher to help you.

It is interesting to note that whereas in the past heroes usually rode on horseback, or sailed the seas

in ships, today's heroes have other means of transport. Superman flies by his own magical powers, and Luke Skywalker flies through space in a spaceship. Even Nash Bridges has his old yellow convertible! As in the past, the heroes of today still fight for what is good and they always succeed in conquering the forces of evil.

Activity 5

To develop vocabulary [LO 3.6.2]

1. What is a convertible?

A convertible is
.....

2. Name five different modes of transport.

.....
.....
.....
.....
.....

3. What do you think is the most-used form of

transport in the Polar Regions:

The most-used form of transport in the Polar Regions is

.....

4. What kind of animal is used in this form of transport?

A is used.

Assessment

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.3 reads for information:

3.3.4 reads diagrams, graphs and charts (e.g. a family tree;

3.5 reads for pleasure and information:

3.5.1 reads fiction and non-fiction books at an appropriate reading and language level;

3.5.3 reads and solves puzzles;

3.6 uses reference books and develops vocabulary:

3.6.1 uses a dictionary;

3.6.2 demonstrates a reading vocabulary of between 1 000 and 2 5000 common words. learners who will study the other learning areas through their additional language should aim at 2 5000 words.

Two quite different heroes

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HEROES AND HEROINES

Module 41

TWO QUITE DIFFERENT HEROES

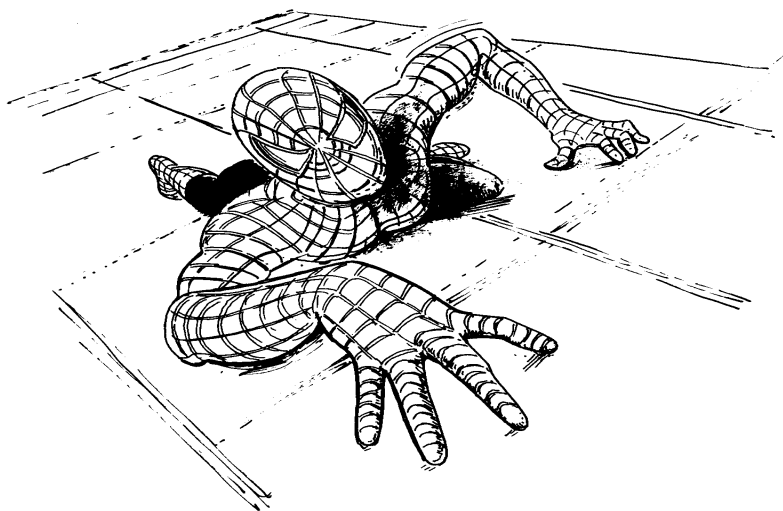
Activity 1

To read fiction at an appropriate level [LO 3.5.1]

SPIDERMAN

Although Spiderman is actually quite “old”, he is one of the most famous modern-day comic-book heroes. From the 1930s to the 1950s there were many comic books in which the superheroes were almost god-like symbols that supported the belief that good would always triumph over evil. But later, towards the 1960s, the teenagers wanted something else and the old heroes were just not as popular as before. New heroes had to be invented.

One day a different kind of hero was born. He didn't look god-like at all. In fact, he was a shy, skinny orphan! We call this kind of “hero” an anti-hero, because he seems to be exactly the opposite of what we expect of a hero.



Peter Parker is a nerd. School bullies won't leave him alone. But one day a radioactive spider bites him and he is transformed into a powerful mutant and suddenly he has incredible strength. He can scale walls, release a spider-web from his wrists, and his "spider-sense" warns him of danger. He has the power to kill and destroy, but after his uncle is murdered, he swears to use this power to fight evil. His motto is "With great power comes great responsibility."

His great opponent is Green Goblin, a "person" who also leads a double life and who seems to be the respected scientist Norman Osborn, but people don't know that he turned into a wicked creature after an experiment went wrong.

In the film "Spider-Man" the hero battles against the Green Goblin and fights for the love of the beautiful Mary Jane Watson.

In May 2002 the film was such a hit that it broke a record by becoming the film that had the best opening week ever in South Africa. It earned more than R7 million in the first seven days that it was screened in this country. We say that it was a "box-office hit".

Activity 2

To write a paragraph by filling in the missing words [LO 4.5.1]

Imagine that you are Peter Parker. You go out for the day with the rest of your class. A spider bites you. You don't know that it is a radioactive spider. Suddenly you feel different. You realise that you have unusual power. You have become transformed into Spiderman.

Complete this short paragraph by filling in the missing words. (Sorry, girls, you'll just have to imagine that you were a boy who has had this experience!)

It was such a day out in the
.....

yesterday when we went on
the..... I

don't knowbut I
.....

feel so I think a
.....

.....

I don't know how it happened, but suddenly I have
.....

and I have found out that I

.....

can

What is

.....to me? I
arm-wrestled with

Tom, and I was amazed to see that
.....

..... I have also

found out that I can
walls. This is so

.....!
I feel as if I

want to help and fight
.....

.....

Activity 3

To read non-fiction at an appropriate level [LO
3.5.1]

Of course, it is not only men who can be heroic. Throughout history there have been countless women who have been outstanding examples of heroism. One such a person was Joan of Arc. But let us look at the life of a twentieth-century heroine: Mother Teresa.

Agnes Gonxha Bojaxhiu (her real name) was born on August 26, 1910 in Skopje (which is now in Macedonia) as the younger of two sisters. Her father was a wealthy businessman and she had a privileged childhood. She was brought up in the Catholic faith and was always interested in books and religious matters. When she was 15, she told her mother that she wanted to become a nun, and that above all she wanted to help the poor in India.

Her mother was quite shocked to hear this, but sent her on her way with her blessings. When Gonxha arrived in India, she joined the Loreto convent in Calcutta and became Sister Teresa. She was an excellent teacher and by 1937 she was the Mother Superior. She worked very hard, was extremely compassionate and believed that she was fulfilling her calling. But one day a letter from her mother made her reflect on her life. Her mother reminded her that she had gone to India for the sake of the poor. She also referred in the letter to Filé, a poor lonely woman in Macedonia, who had been rejected by society because she was covered in sores. Her mother wrote: "What made her suffer much more

was the knowledge that she was alone in the world. ... The worst thing was not the sores, it was the fact that she had been forgotten by her family..."

This made Mother Teresa think. Although she was working very hard, she was living comfortably in the convent, where everything was clean and orderly and beautiful. Outside the walls of the convent there was illiteracy, poverty, filth and disease, but this did not really affect her life. Besides, she was not allowed to leave the convent. There just seemed to be nothing that she could do for the poor.

For many years her mother's letters kept reminding her of her calling to help the poor, but Mother Teresa insisted that she could do nothing. Then one day in 1946 – after 17 years in the convent – she believed that she heard God reminding her of her calling, and she decided to take the step and go out to help the poor.

In 1948 she left the convent and founded the Missionaries of Charity, which now operates in schools, hospitals, orphanages, and food centres in more than 90 countries.

Through her dedication she became known throughout the world as Mother Teresa of Calcutta, and she was awarded the Nobel Peace Prize in 1979.



See if you can find Macedonia on the map of Greece that you used earlier on.

Assessment

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond

critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.5 reads for pleasure and information:

3.5.1 reads fiction and non-fiction books at an appropriate reading and language level.

LEARNING OUTCOME 4: WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.5 uses developing knowledge of language structure:

4.5.1 writes paragraphs with the support of a 'frame' or structure.

Great heroes - ordinary people

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 4

HEROES AND HEROINES

Module 42

GREAT HEROES – ORDINARY PEOPLE

Activity 1

To express own opinion and give reasons for it [LO 5.2.7]

Form groups of about five learners each and do the following:

1. Discuss what the “traditional” hero looks like, and how most people see him.
2. Collect pictures of these typical heroes and make a poster depicting the typical hero (e.g. a knight on a horse, etc).
3. Talk about “ordinary” heroes or heroines – people who don’t necessarily look strong, brave or beautiful, but who have inner strength. What makes them heroic? How do you feel about them?
4. Choose one “ordinary” person you know personally, or of whom you have heard or read, who is a hero/heroine in your eyes. Tell the rest of the class about him/her and explain why you respect and admire that person.

“Ordinary” people can be heroes, as you have just discovered. As they say, true greatness lies within. One such person is Natalie du Toit, a former Cape Town schoolgirl. Although she is an “everyday” person, she is truly extraordinary.

Natalie loved swimming. It had always been her dream to participate in the Olympic Games, and she

stood a chance in 2000, but she narrowly missed being selected. Then fate seemed to strike a cruel blow. Early in 2001, just as she was leaving the Newlands swimming bath one morning round about seven o' clock, a motorist smashed into her scooter. She was badly injured, and had to have her leg amputated. After her traumatic accident, her dreams of becoming a famous swimmer seemed to have been shattered. But she didn't give up. She was determined to carry on with her life and to fulfil her dreams. She says that she "grew up" after the accident, and only then realised what life was really all about. Today she believes in making the best of every day, because one doesn't know what tomorrow holds.

In August 2002 Natalie broke two world records at the Commonwealth Games in Manchester, England and won two gold medals: one in the 50m and another in the 100m freestyle race for disabled swimmers. This was the first time she had ever competed as a disabled athlete. She made sport history when she became the first disabled swimmer to compete against non-disabled athletes in the 800m freestyle finals in an open Commonwealth Games race.

Her positive attitude and determination won the hearts of the British people and her story was frequently front-page news in the newspapers. She was called the "real heroine" of the Games. This is

what one of the papers had to say: “She is a heroine, stripped of all self-pity. The mere fact that she is swimming again, is a miracle.”

Natalie was one of eight young people from 54 Commonwealth countries to be included in an official publication to celebrate Queen Elizabeth II’s Golden Jubilee year. According to Buckingham Palace she inspires other people by proving that one can overcome stumbling blocks in one’s life.

Don’t you think that she is a real heroine?



Activity 2

To understand and use adverbs of frequency [LO 6.2.6]

Look at the following sentences and pay special attention to the words in bold print:

- Her story was **frequently** front-page news in the newspapers.

- Natalie **hardly ever** thinks of herself as being disabled.
- She **often** competes against non-disabled swimmers.

These words in bold are called adverbs of frequency. They are adverbs, because they modify (“tell more about”) the verbs, for example:

She *competes*. (competes = verb) When (how frequently) does she compete? = often

They are special adverbs called adverbs of **frequency**, because they tell us how frequently it happens.

See if you can make two sentences containing each of these words or word groups. Use the sentences above as examples.

1. frequently:

(a)

.....

(b)

.....

2. hardly ever:

(a)

.....

(b)

3 often:

(a)

(b)

Activity 3

To develop vocabulary [LO 6.6.4]

You know that a noun is a word that names things.
Look at the following nouns:

- motorist (someone who drives a motor-car)
- swimmer (someone who swims)
- athlete (someone who does athletics)
- hero (someone who is heroic)

These nouns are words for people who do certain things. They are called **agent nouns**.

See whether you know the agent nouns for:

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1. A person who gardens		
1. A person who acts		
1. A person who plays the piano		
1. A person who is involved in politics		
1. A person who investigates cases for the police (he/she detects who committed the crime)		
or		

Can you see how the words are formed? Say / write something about it.

AND FINALLY, IF YOU STILL WANT TO DO SOMETHING.....

Find out more about Nkosi Johnson, a most heroic little boy, and share his history in class...

Assessment

LEARNING OUTCOME 3: READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and to respond

critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.5 reads for pleasure and information:

3.5.1 reads fiction and non-fiction books at an appropriate reading and language level.

LEARNING OUTCOME 5: THINKING AND REASONING

The learner will be able to use language to think and reason, and access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.2 uses language for thinking:

5.2.7 expresses an opinion and gives a reason for it.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.1 understands and uses some question forms, such as ‘Why didn’t ...?’, ‘Have you ever ...?’, ‘Do you think ...?’

6.2 uses the tenses introduced in the Foundation Phase to communicate orally and in writing, e.g.:

6.2.6 adverbs of frequency (e.g. She hardly ever visits me.);

6.6 develops own vocabulary:

6.6.4 understands between 2 000 and 3 500 common spoken words in context by the end of grade 4. Learners who will study some of the other learning areas through their additional language should aim at 3 500 words.